

The Accelerated Learning Program
The Community College of Baltimore County



Agenda for Friday

- addressing sentence-level error
- addressing thinking
- reading/writing projects
- constructing syllabi
- questions/discussion

Getting in Touch with Grammar 1

A German red small car was parked in front of my house.

Getting in Touch with Grammar 1

Peter, do you have some change?

Yes, I have some change.

Getting in Touch with Grammar 1

Peter, do you have some change?

No, I don't have some change.

Getting in Touch with Grammar 1

Was Mike writing a blog? 3.

1. Move the auxiliary verb to the beginning of the sentence.
2. Adjust capitalization and punctuation.

Getting in Touch with Grammar 1

Mike ~~do~~ writes a blog.

1. Move the auxiliary verb to the beginning of the sentence.
2. Adjust subject verb agreement.

Getting in Touch with Grammar 1

Mike does write a blog.

1. Insert “do.”
2. Adjust subject verb agreement.

Getting in Touch with Grammar 1

Mike does write a blog.

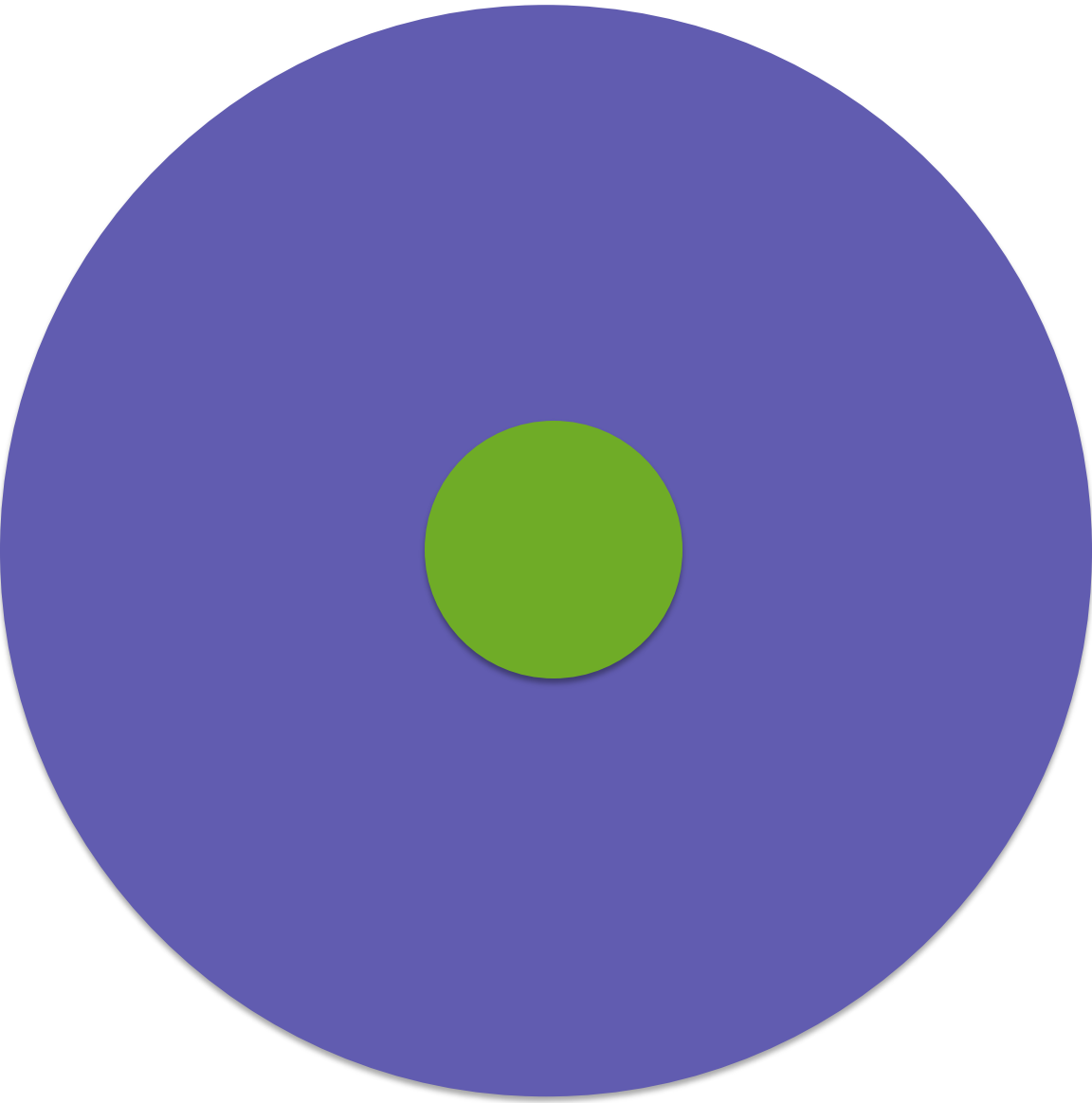
1. Insert “do.”
2. Adjust subject verb agreement.
3. Move auxiliary verb to beginning of sentence.

Getting in Touch with Grammar 1

Does Mike write a blog ?

1. Insert “do.”
2. Adjust subject verb agreement.
3. Move auxiliary verb to beginning of sentence.
4. Adjust punctuation and capitalization.

The Rules of English Grammar



all the rules of English



the rules of grammar
handbooks

The Research on Teaching Grammar

Braddock, Richard, Richard Lloyd-Jones, and Lowell Schoer. *Research in Written Communication*. Urbana, IL: NCTE, 1963.

Hillocks, George. *Research on Written Communication*. Urbana, IL: NCTE, 1986.

Kolln, Martha. "Closing the Books on Alchemy." *College Composition and Communication*. 32.4 (Jun 1981) 139-51.

The Research on Teaching Grammar

Why do so many English teachers continue to “teach grammar” in fairly traditional ways?

The Goal of Teaching Grammar

The goal of whatever we do under the vague umbrella of “teaching grammar” is *not* turning our students into grammarians, but into more effective editors of their own writing.

The Goal of Teaching Grammar

This would seem to mean less terminology/fewer concepts.

Our traditional definitions of concepts are COIK.

A sentence is a group of words that includes at least one subject and one verb and that expresses a complete thought.

The woman running after the bus.

She found it in the back seat of her car.

Christine did too.

Peanut butter.

Our traditional definitions of concepts are COIK.

Rei Noguchi's definition

A sentence is a group of words that makes sense when placed on the line below:

They refused to believe the idea

that the woman running after the bus

Our traditional definitions of concepts are COIK.

Rei Noguchi's definition

A sentence is a group of words that makes sense when placed on the line below:

They refused to believe the idea

that she found it in the back seat of her car

Our traditional definitions of concepts are COIK.

Rei Noguchi's definition

A sentence is a group of words that makes sense when placed on the line below:

They refused to believe the idea

that Christine did too

Our traditional definitions of concepts are COIK.

Rei Noguchi's definition

A sentence is a group of words that makes sense when placed on the line below:

They refused to believe the idea

that peanut butter

Our traditional definitions of concepts are COIK.

A verb is a word expressing an action or a state of being.

1. I decided to drop a class.
2. Susan realized Peter had forgotten his handouts.
3. We have to finish by four o'clock.

Handbook advice for how to edit for fragments.

Before handing in a composition, proofread each word group written as a sentence. Test each one for completeness. First, be sure it has at least one subject and one verb. Next, be sure that the word group is not a dependent clause beginning with a subordinating conjunction or a relative pronoun.

Grammar Exercise Scores

ENG 102 Honors

25

45

63

68

69

72

73

79

98

Grammar Quiz Scores

0	0	3	6	9	12	16	20	26	39	60
0	1	3	6	9	13	16	21	27	39	60
0	1	3	6	9	13	16	21	27	39	62
0	1	3	6	10	14	17	21	27	39	64
0	1	4	6	10	14	17	21	28	40	72
0	1	4	6	10	14	17	22	28	41	
0	2	4	7	10	14	17	22	28	41	
0	2	4	7	10	14	17	22	29	42	
0	2	4	7	10	14	17	22	29	45	
0	2	4	7	10	14	17	22	29	47	
0	2	4	7	10	14	17	22	29	47	
0	2	4	7	11	14	17	24	29	47	
0	2	4	7	11	14	17	24	30	49	
0	2	5	7	11	15	17	24	30	50	
0	2	5	7	11	15	19	24	32	52	
0	2	5	7	11	15	19	25	33	53	
0	2	5	7	12	16	19	25	34	54	
0	2	5	8	12	16	19	25	35	54	
0	3	5	8	12	16	19	25	36	56	
0	3	5	8	12	16	19	26	37	56	
0	3	6	8	12	16	20	26	37	58	

Grammar Quiz Scores

0	0	3	6	9	12	16	20	26	39	60
0	1	3	6	9	13	16	21	27	39	60
0	1	3	6	9	13	16	21	27	39	62
0	1	3	6	10	14	17	21	27	39	64
0	1	4	6	10	14	17	21	28	40	72
0	1	4	6	10	14	17	22	28	41	
0	2	4	7	10	14	17	22	28	41	
0	2	4	7	10	14	17	22	29	42	
0	2	4	7	10	14	17	22	29	45	
0	2	4	7	10	14	17	22	29	47	
0	2	4	7	10	14	17	22	29	47	
0	2	4	7	11	14	17	24	29	47	
0	2	4	7	11	14	17	24	30	49	
0	2	5	7	11	15	17	24	30	50	
0	2	5	7	11	15	19	24	32	52	
0	2	5	7	11	15	19	25	33	53	
0	2	5	7	12	16	19	25	34	54	
0	2	5	8	12	16	19	25	35	54	
0	3	5	8	12	16	19	25	36	56	
0	3	5	8	12	16	19	26	37	56	
0	3	6	8	12	16	20	26	37	58	

1. One of the children had fallen and scraped her knee.
2. Running about three miles a day is enough to stay in good shape.
3. Opening his eyes, Sean realized he was not at home.
4. Jason and Daniel turned off their cell phones and began to work on their computers.
5. The top of my dining room table was covered with magazines when I arrived home.
6. There was a crack in Tom's windshield.
7. Jumping off of his bicycle, Mike ran up to the ticket office.
8. To open that package will require a sharp knife.
9. The front of Angela's house is painted white, but the rest is painted green.
10. A few of these bananas are too ripe, but most of them are perfect.

11. The window in our classroom was wide open, when we arrived.
12. To see the game from our seats, we needed binoculars.
13. Many of April's friends are in the Nursing Program.
14. In my psychology class, we are learning about the unconscious.
15. If Jennifer passes this exercise, she will be in good shape in this course.
16. When I received my refund, it was much larger than I expected.
17. To leave my ipod in the cafeteria was really stupid.
18. Holding the injured bird, Julie tried to call her vet.
19. Gabe and Robin have signed up for tutoring in the Writing Center, so they should do well on the next paper.
20. If Michael had scored two points higher, he would have been excused from class on Monday.

More Weaknesses in Traditional Grammar

Grammar work is decontextualized from actual writing.

More Weaknesses in Traditional Grammar

The non-cognitive impact on students.

What Does Work?

Asking students to read aloud.

What Does Work?

Inductive grammar.

What Does Work?

Computers and grammar.

- grammar checkers
- buster
- using FIND

What Does Work?

minimal marking.

What Does Work?

Two kinds of editing:

- reading slowly and letting unconscious mind locate possible errors
- reading specifically for certain errors (using “find”?)

What Does Work?

modeling editing

What Does Work?

group editing

What Does Work?

individual editing

What Does Work?

sentence combining

Sentence Combining

Combine the following short sentences into one longer sentence. The new sentence should contain all the information contained in the shorter sentences below.

Set 1

Justin Brightwood sensed that he was losing the argument.

Justin Brightwood changed the subject.

Justin Brightwood began talking about global warming.

Sentence Combining

Justin Brightwood, sensing that he was losing the argument, changed the subject and began talking about global warming.

Justin Brightwood changed the subject to global warming, sensing he was losing the argument.

Sensing that he was losing the argument, Justin Brightwood changed the subject to global warming.

Sentence Combining

Combine the following short sentences into one longer sentence. The new sentence should contain all the information contained in the shorter sentences below.

Set 2

My English teacher speaks perfect English.

My English teacher grew up in Italy.

My English teacher didn't start learning English until she was eleven years old.

Sentence Combining

My English teacher, a woman who speaks perfect English, grew up in Italy and didn't start learning English until she was eleven years old.

My English teacher speaks perfect English even though she grew up in Italy and didn't start learning English until she was eleven years old.

My English teacher speaks perfect English but she grew up in Italy and she didn't start learning English until she was eleven years old.

The Socio-Economic Implications

The Students' Right to Their Own Language

The Socio-Economic Implications

Code Switching vs. Code Meshing

The Socio-Economic Implications

Does our insistence that students write in Standard Written English make it harder for some groups of students to succeed in college writing courses?

The Socio-Economic Implications

Respect for Our Students' Home Languages.

The Socio-Economic Implications

“I’m sorry I don’t have my paper finished Professor Adams, but my typewriter went up.”

The Socio-Economic Implications

Imagine that you have met a student named Sung Woo Cho, who just arrived in the US from China. Sung Woo heard some students in the cafeteria using the phrases “good English” and “bad English” and asks you to explain these terms to him.

Your group is to write a paragraph or two in which you help Sung Woo understand these two phrases.

The Socio-Economic Implications

When you leave the laundry room, please close the lights.

Sign next to the light switch in the laundry room of my apartment building in 1992.

Word Games

True or False:

Their is four mistakes in this sentence.

Agenda for Friday

- addressing sentence-level error
- addressing thinking
- reading/writing projects
- constructing syllabi
- questions/discussion

12th Grade American History Take-Home Exam

In an essay of 500 words or more, explain the causes of the Civil War.

The Causes of the Civil War

1. slavery
2. states rights vs. federalism
3. economic and social differences

IVANHOE

Sir Walter Scott



The Causes of the Civil War

1. slavery
2. states rights
3. economic and social differences
4. the South had too much of Sir Walter Scott

Thesis

Reason #1

Reason #2

Reason #3

Conclusion

Thesis: Maryland needs tougher laws against drunk driving.

My sister was hit by a drunk driver and was in the hospital for six weeks. Even though the driver of the other car was convicted of DWI, he was given probation before judgment.

When a guy in my class in high school was found guilty of driving while intoxicated for the second time, the judge gave him a sentence of only six months, which was then suspended.

When a little girl in my neighborhood was killed by a drunk driver, the judge sentenced him to “time served.”

In conclusion, judges in Maryland need to start giving tougher sentences for drunk driving.

Thesis: Maryland needs tougher laws against drunk driving.

My sister was hit by a drunk driver and was in the hospital for six weeks. Even though the driver of the other car was convicted of DWI, he was given probation before judgment.

When a guy in my class in high school was found guilty of driving while intoxicated for the second time, the judge gave him a sentence of only six months, which was then suspended.

When a little girl in my neighborhood was killed by a drunk driver, the judge sentenced him to “time served.”

In conclusion, judges in Maryland need to start giving tougher sentences for drunk driving.

Short Writing 1

Assignment: Write a one-page essay in which you tell me one interesting thing about the kind of person you are.

Some Theses from Paper 1

1. One thing that best describes me is that I am a very outgoing person.
2. I am a thoughtful to my grandmother.
3. I would like to consider myself a somewhat outgoing person.
4. I have always been a determined person.
5. I like to meet new people and make new friends.
6. I'm very outgoing.
7. I am very ambitious because I am afraid of failing.
8. I want to do well in school.
9. My desire to help other people is really selfish at heart.
10. There are many characteristics that I have. However the one that I think sticks out the most would have to be that I am giving.
11. I am a very outgoing person because I am afraid to be alone.
12. The type of person that I happen to be is a good person.
13. One trait about me that sticks out and can easily be connected to me, is how creative I am.
14. I am a very adventurous person,
15. The majority of people I asked said I am caring.
16. I am a generous person, but I am not a fool.
17. I am something of a chameleon.
18. I feel an important thing to know about myself is that I am ambitious.
19. I have been described as many things, adventurous being one of them.
20. I am a very generous person.

Some Theses from Paper 1

1. One thing that best describes me is that I am a very outgoing person.
2. I am a thoughtful to my grandmother.
3. I would like to consider myself a somewhat outgoing person.
4. I have always been a determined person.
5. I like to meet new people and make new friends.
6. I'm very outgoing.
7. I am very ambitious because I am afraid of failing.
8. I want to do well in school.
9. My desire to help other people is really selfish at heart.
10. There are many characteristics that I have. However the one that I think sticks out the most would have to be that I am giving.
11. I am a very outgoing person because I am afraid to be alone.
12. The type of person that I happen to be is a good person.
13. One trait about me that sticks out and can easily be connected to me, is how creative I am.
14. I am a very adventurous person,
15. The majority of people I asked said I am caring.
16. I am a generous person, but I am not a fool.
17. I am something of a chameleon.
18. I feel an important thing to know about myself is that I am ambitious.
19. I have been described as many things, adventurous being one of them.
20. I am a very generous person.

Some Theses from Paper 1

1. One thing that best describes me is that I am a very outgoing person.
2. I am a thoughtful to my grandmother.
3. I would like to consider myself a somewhat outgoing person.
4. I have always been a determined person.
5. I like to meet new people and make new friends.
6. I'm very outgoing.
7. I am very ambitious because I am afraid of failing.
8. I want to do well in school.
9. My desire to help other people is really selfish at heart.
10. There are many characteristics that I have. However the one that I think sticks out the most would have to be that I am giving.
11. I am a very outgoing person because I am afraid to be alone.
12. The type of person that I happen to be is a good person.
13. One trait about me that sticks out and can easily be connected to me, is how creative I am.
14. I am a very adventurous person,
15. The majority of people I asked said I am caring.
16. I am a generous person, but I am not a fool.
17. I am something of a chameleon.
18. I feel an important thing to know about myself is that I am ambitious.
19. I have been described as many things, adventurous being one of them.
20. I am a very generous person.

Some Theses from Paper 1

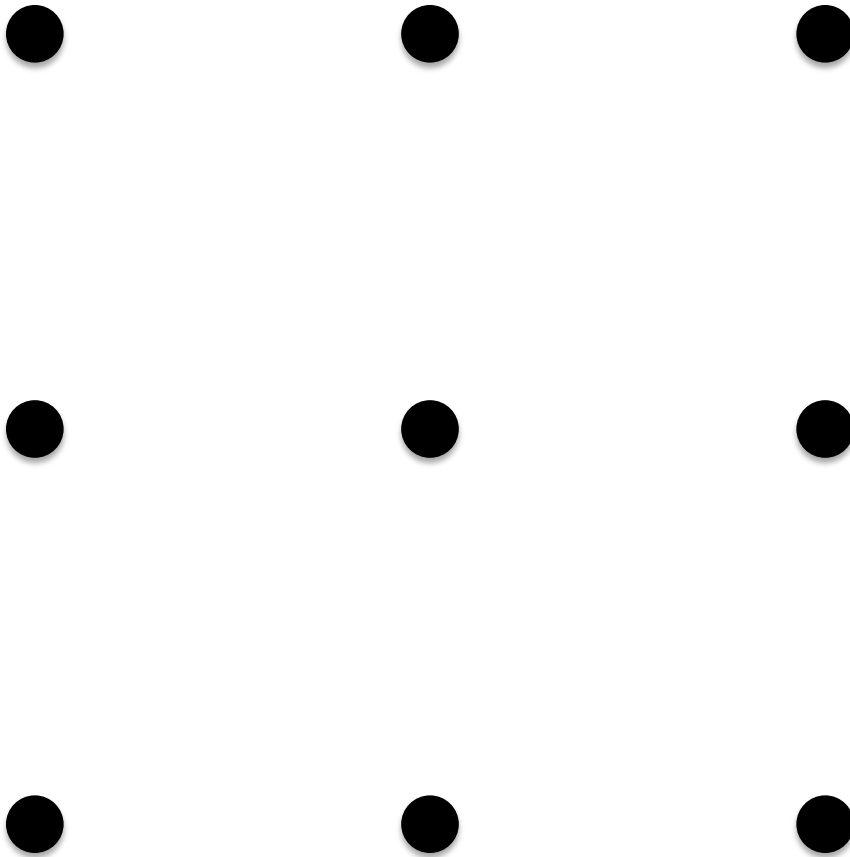
1. One thing that best describes me is that I am a very outgoing person.
2. I am a thoughtful to my grandmother.
3. I would like to consider myself a somewhat outgoing person.
4. I have always been a determined person.
5. I like to meet new people and make new friends.
6. I'm very outgoing.
7. I am very ambitious because I am afraid of failing.
8. I want to do well in school.
9. My desire to help other people is really selfish at heart.
10. There are many characteristics that I have. However the one that I think sticks out the most would have to be that I am giving.
11. I am a very outgoing person because I am afraid to be alone.
12. The type of person that I happen to be is a good person.
13. One trait about me that sticks out and can easily be connected to me, is how creative I am.
14. I am a very adventurous person,
15. The majority of people I asked said I am caring.
16. I am a generous person, but I am not a fool.
17. I am something of a chameleon.
18. I feel an important thing to know about myself is that I am ambitious.
19. I have been described as many things, adventurous being one of them.
20. I am a very generous person.

Some Theses from Paper 1

1. One thing that best describes me is that I am a very outgoing person.
2. I am a thoughtful to my grandmother.
3. I would like to consider myself a somewhat outgoing person.
4. I have always been a determined person.
5. I like to meet new people and make new friends.
6. I'm very outgoing.
7. I am very ambitious because I am afraid of failing.
8. I want to do well in school.
9. My desire to help other people is really selfish at heart.
10. There are many characteristics that I have. However the one that I think sticks out the most would have to be that I am giving.
11. I am a very outgoing person because I am afraid to be alone.
12. The type of person that I happen to be is a good person.
13. One trait about me that sticks out and can easily be connected to me, is how creative I am.
14. I am a very adventurous person,
15. The majority of people I asked said I am caring.
16. I am a generous person, but I am not a fool.
17. I am something of a chameleon.
18. I feel an important thing to know about myself is that I am ambitious.
19. I have been described as many things, adventurous being one of them.
20. I am a very generous person.

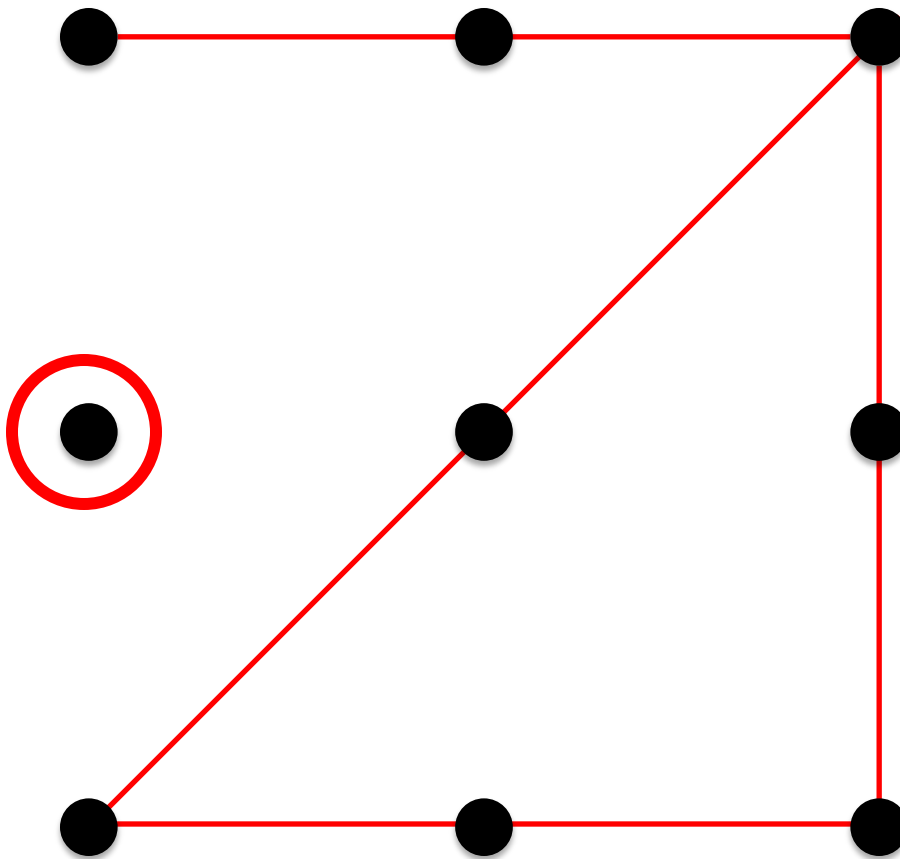
To solve this puzzle you must connect all nine dots while following these rules:

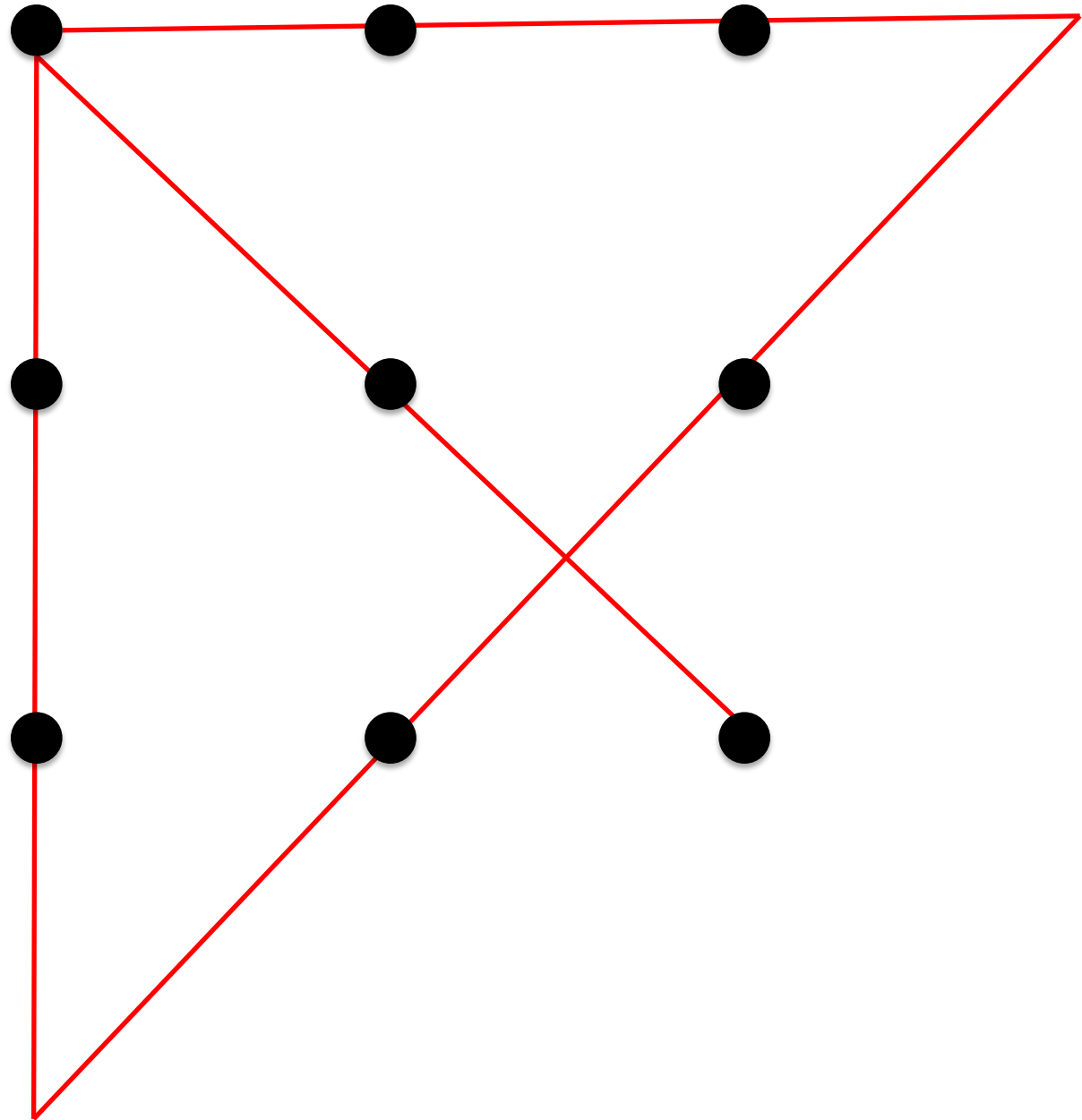
1. You may use up to four lines.
2. All lines must be straight.
3. You cannot lift your pen or pencil from the paper.
4. You cannot re-trace a line.



To solve this puzzle you must connect all nine dots while following these rules:

1. You may use up to four lines.
2. All lines must be straight.
3. You cannot lift your pen or pencil from the paper.
4. You cannot re-trace a line.





Taking a poll.

- Drunk driving is a terrible thing.
- Communication is important to a good relationship.
- Child abuse is awful.

Short Writing Assignment

Assignment: Write a short paper, about a page, in which you propose who should get reserved parking spaces at the college. Be sure to provide evidence to support your assertions. The audience of this assignment is other students in this class.

Thesis: The disabled, the faculty, and the college President should get reserved parking.

the disabled to make life a little easier for them

the faculty because without them there would be no classes

the President as a recognition of her accomplishments

So reserved parking should go to the disabled, faculty, and the President

disabled

faculty

president

wheelchair
bound

stroke victims

people with
cystic fibrosis

overweight

~~hearing
impaired~~

~~dyslexic~~

pregnant

elderly

mobility impaired

disabled

wheelchair
bound

stroke victims

people with
cystic fibrosis

obese

mobility impaired

pregnant

elderly

disabled

wheelchair
bound

stroke victims

people with
cystic fibrosis

obese

pregnant

elderly



mobility impaired

disabled

wheelchair
bound

stroke victims

people with
cystic fibrosis

obese

pregnant

elderly

mobility impaired



Who should get reserved parking?

- people with disabilities
- faculty
- the president

Who should get reserved parking?

- faculty and staff who teach at more than one campus
- people who drive hybrid cars
- the United Way lottery winner
- plant operations vehicles
- staff
- faculty
- the president
- people with disabilities
- honors students
- students with a 3.5 GPA
- the state champion volleyball team
- visitors to campus

Who should get reserved parking?

- people who drive hybrid cars
- the United Way lottery winner
- the president
- honors students
- students with a 3.5 GPA
- the state champion volleyball team
- visitors to campus

Who should get reserved parking?

- the president
- honors students
- the state champion volleyball team
- visitors to campus

Who should get reserved parking?

■ visitors to campus

Who should get reserved parking?

To make it possible for people to do their jobs

- staff
- faculty
- people with disabilities
- plant operations vehicles
- faculty and staff who teach at more than one campus

To encourage certain behaviors

- the United Way lottery winner
- students with a 3.5 GPA
- people who drive hybrid cars

To recognize accomplishments

- the president
 - honors students
 - the state champion volleyball team
-
- visitors to campus

Agenda for Friday

- addressing sentence-level error
- addressing thinking
- reading/writing projects
- constructing syllabi
- questions/discussion

Agenda for Friday

- addressing sentence-level error
- reading/writing projects
- constructing syllabi
- adapting ALP to the quarter system
- questions/discussion

Credit-Level Comp

Developmental ALP

week 1 day 1	Activity 1: Quirky Questions Review Syllabus Short Writing 1: One Interesting Thing (in class)	Introduction to the course Activity 14: Interesting Interviews
week 1 day 2	Homework: watch video on the writing process Questions about the writing process Activity 2: Identifying Thesis & Unity Problems	Activity 5: Why You're in Dev Ed Activity 2: Identifying Thesis & Unity Problems, continued
week 2 day 1	Homework: watch video on theses Questions about theses Activity 3: One Interesting Thing Discussion Activity 4: Activating Schema	Activity 15: Errors and Expectations Activity 16: Rules You Already Know
week 2 day 2	Homework: watch video on thinking Questions about video On Thinking Activity 6: Marshmallow video Activity 7: Reading About Marshmallows	Activity 17: Previewing and Predicting the University of Rochester Marshmallow Study Activity 18: Sentences and Independent Clauses

Activity 6: Marshmallow Video

<http://www.youtube.com/watch?v=Yo4WF3cSd9Q>

Credit-Level Comp

Developmental ALP

week 1 day 1	Activity 1: Quirky Questions Review Syllabus Short Writing 1: One Interesting Thing (in class)	Introduction to the course Activity 14: Interesting Interviews
week 1 day 2	Homework: watch video on the writing process Questions about the writing process Activity 2: Identifying Thesis & Unity Problems	Activity 5: Why You're in Dev Ed Activity 2: Identifying Thesis & Unity Problems, continued
week 2 day 1	Homework: watch video on theses Questions about theses Activity 3: One Interesting Thing Discussion Activity 4: Activating Schema	Activity 15: Errors and Expectations Activity 16: Rules You Already Know
week 2 day 2	Homework: watch video on thinking Questions about video On Thinking Activity 6: Marshmallow video Activity 7: Reading About Marshmallows	Activity 17: Previewing and Predicting the University of Rochester Marshmallow Study Activity 18: Sentences and Independent Clauses

Delay of Gratification in Children

Walter Mischel, Yuichi Shoda, Monica L. Rodriguez

Abstract. To function effectively, individuals must voluntarily postpone immediate gratification and persist in goal-directed behavior for the sake of later outcomes. The present research program¹ analyzed the nature of this type of future-oriented self-control and the psychological processes that underlie it. Enduring individual differences in self-control were found as early as the preschool years. Those 4-year-old children who delayed gratification longer in certain laboratory situations developed into more cognitively and socially competent adolescents,² achieving higher scholastic performance and coping better with frustration and stress.

The Marshmallow Test: Mastering Self-Control (Excerpt)

Walter Mischel

It began in the 1960s with preschoolers at Stanford University's Bing Nursery School, in a simple study that challenged them with a tough dilemma. My students and I gave the children a choice between one reward (for example, a marshmallow) that they could have immediately, and a larger reward (two marshmallows) for which they would have to wait, alone, for up to 20 minutes. We let the children select the rewards they wanted most from an assortment that included marshmallows, cookies, little pretzels, mints, and so on. "Amy," for example, chose marshmallows. She sat alone at a table facing the one marshmallow that she could have immediately, as well as the two marshmallows that she could have if she waited. Next to the treats was a desk bell she could ring at any time to call back the researcher and eat the one marshmallow .

Activity 7: Reading About Marshmallows

1. Describe the differences between these two texts. How do you explain the differences? Which is better writing? Why?
2. “Translate” the first sentence in the scholarly article—“To function effectively, individuals must voluntarily postpone immediate gratification and persist in goal-directed behavior for the sake of later outcomes.”—into more ordinary language.
3. Mischel finds a surprisingly strong relationship between the ability to delay gratification as a four-year-old and a number of positive outcomes later in life. Does this relationship surprise you? Why or why not?

Credit-Level Comp

Developmental ALP

week 1 day 1	Activity 1: Quirky Questions Review Syllabus Short Writing 1: One Interesting Thing (in class)	Introduction to the course Activity 14: Interesting Interviews
week 1 day 2	Homework: watch video on the writing process Questions about the writing process Activity 2: Identifying Thesis & Unity Problems	Activity 5: Why You're in Dev Ed Activity 2: Identifying Thesis & Unity Problems, continued
week 2 day 1	Homework: watch video on theses Questions about theses Activity 3: One Interesting Thing Discussion Activity 4: Activating Schema	Activity 15: Errors and Expectations Activity 16: Rules You Already Know
week 2 day 2	Homework: watch video on thinking Questions about video On Thinking Activity 6: Marshmallow video Activity 7: Reading About Marshmallows	Activity 17: Previewing and Predicting the University of Rochester Marshmallow Study Activity 18: Sentences and Independent Clauses

Activity 17: Previewing & Predicting

Ask one member of each pair to read the report and be prepared to summarize what they learned to the class. Ask the observer to simply make detailed notes of what the reader does.

After no more than five minutes, perhaps less, ask the observers to report out on what the readers had been doing. Look for evidence that they didn't just dive in to the reading, but spent a little time previewing and predicting . . . trying to get a sense of what kind of reading this would be, activating their schema.

Activity 17: Previewing & Predicting

As time permits, you may want to ask the class to discuss some of the following questions:

1. What kind of reader does it seem to be written for?
2. What do you think the article means when it says children are influenced as much by the “environment” as by innate ability? What does the article seem to mean by the word “environment”?
3. The article also talks about “reliable interactions” and “unreliable situations.” What does it mean by “reliable” and “unreliable”?

Credit-Level Comp**Developmental ALP**

week 1 day 1	Activity 1: Quirky Questions Review Syllabus Short Writing 1: One Interesting Thing (in class)	Introduction to the course Activity 14: Interesting Interviews
week 1 day 2	Homework: watch video on the writing process Questions about the writing process Activity 2: Identifying Thesis & Unity Problems	Activity 5: Why You're in Dev Ed Activity 2: Identifying Thesis & Unity Problems, continued
week 2 day 1	Homework: watch video on theses Questions about theses Activity 3: One Interesting Thing Discussion Activity 4: Activating Schema	Activity 15: Errors and Expectations Activity 16: Rules You Already Know
week 2 day 2	Homework: watch video on thinking Questions about video On Thinking Activity 6: Marshmallow video Activity 7: Reading About Marshmallows	Activity 17: Previewing and Predicting the University of Rochester Marshmallow Study Activity 18: Sentences and Independent Clauses

Credit-Level Comp

Developmental ALP

week 2
day 1

Homework: watch video on theses
Questions about theses
Activity 3: One Interesting Thing
Discussion
Activity 4: Activating Schema

Activity 15: Errors and Expectations
Activity 16: Rules You Already Know

week 2
day 2

Homework: watch video on thinking
Questions about video On Thinking
Activity 6: Marshmallow video
Activity 7: Reading About
Marshmallows

Activity 17: Previewing and
Predicting the University of
Rochester Marshmallow Study
Activity 18: Sentences and
Independent Clauses

week 3
day 1

Homework: reading 4: More
Marshmallows
Activity 9: More Marshmallows
Activity 10: assign Essay 1 (Delayed
Gratification)

Homework: Short Writing 2: on
delayed gratification
Discussion of sample of papers from
Short Writing 2.
Activity 19: Independent Clauses

week 3
day 2

Homework: Short Writing 3: Reserved
Parking
Activity 11: Reserved Parking
Activity 12: Peer Reviewing Practice

Homework: Short Writing 4: Working
Hard, Getting Ahead
Activity 11: Reserved Parking
Activity 12: Peer Reviewing Practice

Activity 9: More Marshmallows

Does the article about the University of Rochester study change what you think about delayed gratification? If your thinking about delayed gratification has changed, what was it in the article that caused that change? If your thinking has not changed, what was it in the Mischel articles that caused you to reject the argument in the University of Rochester study?

Now what do you think about delayed gratification as a strategy in your own life?

Credit-Level Comp

Developmental ALP

week 2
day 1

Homework: watch video on theses
Questions about theses
Activity 3: One Interesting Thing
Discussion
Activity 4: Activating Schema

Activity 15: Errors and Expectations
Activity 16: Rules You Already Know

week 2
day 2

Homework: watch video on thinking
Questions about video On Thinking
Activity 6: Marshmallow video
Activity 7: Reading About
Marshmallows

Activity 17: Previewing and
Predicting the University of
Rochester Marshmallow Study
Activity 18: Sentences and
Independent Clauses

week 3
day 1

Homework: reading 4: More
Marshmallows
Activity 9: More Marshmallows
Activity 10: assign Essay 1 (Delayed
Gratification)

Homework: Short Writing 2: on
delayed gratification
Discussion of sample of papers from
Short Writing 2.
Activity 19: Independent Clauses

week 3
day 2

Homework: Short Writing 3: Reserved
Parking
Activity 11: Reserved Parking
Activity 12: Peer Reviewing Practice

Homework: Short Writing 4: Working
Hard, Getting Ahead
Activity 11: Reserved Parking
Activity 12: Peer Reviewing Practice

Short Writing 2: Delayed Gratification

- Option 1: Write a short essay—about a page—about yourself or someone you know who did succeed in delaying gratification. What happened as a result?
- Option 2: Write a short essay—about a page—about yourself or someone you know who did not succeed in delaying gratification. What happened as a result?

Credit-Level Comp

Developmental ALP

week 2
day 1

Homework: watch video on theses
Questions about theses
Activity 3: One Interesting Thing
Discussion
Activity 4: Activating Schema

Activity 15: Errors and Expectations
Activity 16: Rules You Already Know

week 2
day 2

Homework: watch video on thinking
Questions about video On Thinking
Activity 6: Marshmallow video
Activity 7: Reading About
Marshmallows

Activity 17: Previewing and
Predicting the University of
Rochester Marshmallow Study
Activity 18: Sentences and
Independent Clauses

week 3
day 1

Homework: reading 4: More
Marshmallows
Activity 9: More Marshmallows
Activity 10: assign Essay 1 (Delayed
Gratification)

Homework: Short Writing 2: on
delayed gratification
Discussion of sample of papers from
Short Writing 2.
Activity 19: Independent Clauses

week 3
day 2

Homework: Short Writing 3: Audience
Analysis
Activity 11: Reserved Parking
Activity 12: Peer Reviewing Practice

Homework: Short Writing 4: Working
Hard, Getting Ahead
Activity 11: Reserved Parking
Activity 12: Peer Reviewing Practice

Activity 10: Essay 1 on Delayed Gratification

For this assignment, I'd like you to write a three to four page essay that grows out of your reading, your discussion, and your thinking about delayed gratification. Your audience for this paper is students who will be arriving at your institution next year. Think deeply about delayed gratification—what it is, when it is a good strategy, how might one be successful at doing it. Support your argument with information from the articles you have read or others you locate yourself and/or with examples from your own life or from the lives of people you know.

Credit-Level Comp

Developmental ALP

week 2
day 1

Homework: watch video on theses
Questions about theses
Activity 3: One Interesting Thing
Discussion
Activity 4: Activating Schema

Activity 15: Errors and Expectations
Activity 16: Rules You Already Know

week 2
day 2

Homework: watch video on thinking
Questions about video On Thinking
Activity 6: Marshmallow video
Activity 7: Reading About
Marshmallows

Activity 17: Previewing and
Predicting the University of
Rochester Marshmallow Study
Activity 18: Sentences and
Independent Clauses

week 3
day 1

Homework: reading 4: More
Marshmallows
Activity 9: More Marshmallows
Activity 10: assign Essay 1 (Delayed
Gratification)

Homework: Short Writing 2: on
delayed gratification
Discussion of sample of papers from
Short Writing 2.
Activity 19: Independent Clauses

week 3
day 2

Activity 11: Audience Analysis
Activity 12: Reserved Parking
Activity 13: Peer Reviewing Practice

Homework: Short Writing 4: Working
Hard, Getting Ahead
Activity 11: Reserved Parking
Activity 12: Peer Reviewing Practice

Activity 11: Audience Analysis

Before you do any actual writing on Essay 1, your instructor will form the class into groups of four or so. In your group, discuss who the audience will be for this writing. Who will be the readers of this essay? What do you know about them? Is there only one audience for your writing? If you think there is more than one, what do you know about the second audience? Who might they be? Is there a third audience?

How much does each audience know about delayed gratification? How much are they likely to agree or disagree with your point? What will be the most effective stance for you to take? Can you pull off being an expert? Or should emphasize that you are “just a student”?

After fifteen minutes or so, the groups will report out.

Reading-Writing Projects

Project 1: The Marshmallow Test

Project 2: Choosing a Career

Project 3: Grit

Project 4: Mindsets

Project 5: Education and Equity

Project 6: The American Dream

Project 7: Should Everyone Go to College?

Project 8: Ta-Nehisi Coates, *Between the World and Me*

Project 9: What is Art?

Project 10: Rebecca Skloot, *The Immortal Life of Henrietta Lacks*

The Accelerated Learning Program
The Community College of Baltimore County

