

WARM-UP

(Skills: Demonstrating Command of the Standards of English ~ Point of View)

DIRECTIONS: This is an individual and a total-class assignment. Begin with a close examination of each student-written response below to determine the point of view for each response---**first-person, second-person, or third-person.** Write the correct point of view on the line that follows each response. Then prepare to discuss the question that is highlighted at the bottom of this assignment box. **REMEMBER:** You must always justify your answers.

A claim is the reason you write an essay. It is what you are trying to state throughout the whole essay. _____

A claim is an assertion that a writer uses to persuade his audience. Without a claim, a writer lacks an essay. All supporting ideas and textual evidence are centered on the claim. _____

In the majority of high school, college, and career writing, which is the preferred point of view: first-person, second-person, or third-person? Justify your response.

INTRODUCTORY ACTIVITY

(Skills: Demonstrating Command of the Standards of English ~ Point of View)

DIRECTIONS: This is an individual and a total-class assignment. Using your electronic device, access and read “Points of View in Writing” at the highlighted URL below. Then rethink your answer to the question highlighted at the bottom of today’s warm-up. When you finish, preview today’s **NEW** homework assignment, and review all other previous homework assignments.

<http://www.aims.edu/student/online-writing-lab/tools/point-of-view>

CLASSWORK

(Skills: Revising Assignments and Improving Grades)

DIRECTIONS: Resubmit these individual assignments. Over the weekend, I checked several assignments. Regrettably, assessments were extremely low on some students' papers because of several flaws. Review the bulleted list below. Then let's talk about two August 28 assignments: **The Research Process** and **Claim**. However, our talk and this second chance will be meaningless if the types of errors here continue to occur. You've got some work to do!

- ❑ Capital letters at the beginnings of sentences
- ❑ Missing End punctuation
- ❑ Misspellings
- ❑ Fragments (Sentences are required.)
- ❑ Incorrectly divided words
- ❑ Symbols versus words
- ❑ Abbreviated words
- ❑ Sloppiness (scratch outs and traced over letters)
- ❑ Ragged edges
- ❑ Writing outside the margin
- ❑ Missing steps/information
- ❑ Awkwardly worded sentences (missing words)
- ❑ Crooked underlining
- ❑ Failing to write on notebook paper
- ❑ Failure to complete all portions of the assignment (justification)
- ❑ Wrong words
 - You're/your
 - write/right
 - a/an
- ❑ Ambiguous and vague references

HOMEWORK

(Skills: Mastering Proofreading Symbols and Abbreviations)

DIRECTIONS: Submit this individual assignment for grading. By Tuesday, September 15, conduct exploratory research to correctly identify each of the following proofreading symbols and abbreviations. **Neatly** write or type this assignment on this sheet or on notebook paper. The highlighted URL below should be helpful.

<http://www.ccc.commnet.edu/writing/symbols.htm>

Proofreading Symbols

SYMBOL	MEANINGS
↖	
↙	
∧	
↘ ↗	
○	
~	
∪	
#	
⊕	
⊖	

Proofreading Abbreviations

ABBREVIATIONS	MEANINGS
Ab	
Agr See also P/A and S/V.	
Awk	
Cap	
CS	
DICT	
Dgl	
- ed	
Frag	
P/A	
Pron	
Rep	
RO	
Sp	
- s	
STET	
S/V	
T	
Wdy	
WW	

HOMEWORK

(Skills: Reviewing and Readying Homework Assignments)

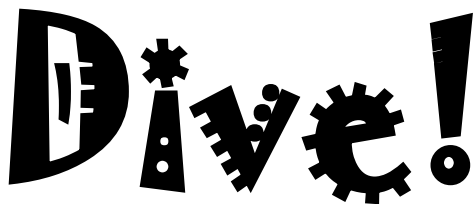
DIRECTIONS: Review the checklist below and at the top of the next sheet for your homework assignments' due dates. For specific assignment details, revisit the assignment sheets for the date the task was originally assigned.

- Decide the most interesting topic from the list of five below, and write a brief review that justifies why this is your number one choice. Submit your typed review no later than the beginning of class on Tuesday, September 8.**

Teen-centered movies
Fashion week
How teens spend money
Teenage convicts
Positive impacts of having a good dad

- Our oral reviews will continue next class. When you read, I'll grade on the strength of your argument---in other words, how well you support your claim and how well you present to your audience---organization, projection, eye contact, and poise.**

- The final draft of your persona poem is due Thursday, September 10.**



UNIT: The First Days: Ensuring Academic, Attendance, and Behavioral Success

OBJECTIVES: Students will --

- ☐ demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.9-12.1)
- ☐ discuss hot topic lists of teen interests, closely read informational texts, and justify claims orally and in writing with MLA parenthetically cited quotes as textual evidence. (I ~ 4B)
- ☐ examine the CHFHS format for assignment headings and completion in order to ensure uniformity and understanding. (TG and I)
- ☐ review class procedures, expectations, and rubrics for paragraphs and essays in order to ensure academic, attendance, and behavioral success. (TG)