Lesson 1.3 – Grammar Presentations

Rationale: The purpose of the student presentations on grammar is to stress the importance of the first five writing errors found in the FYC Readiness Criteria: sentence fragments, comma splices, run-on sentences, subject-verb non-agreement, and spelling errors. Multiple studies show that students learn better when teaching others. Therefore the preparation for and presentations of writing errors are designed to have the students working in their groups and learning about the subject matter and how to teach it creatively. In order to keep the affective filter low, only one presentation per day is assigned. This allows for a strong focus on the group presenting, with little anxiety from other groups.

Goal: Base groups will collaborate and present on common writing errors.

Objectives: The students will be able to
1. Identify and discuss common writing errors, and develop group presentations on common writing errors.
2. Present to the class on a common writing error, with each group member sharing in the presentation.
3. Share their thoughts and questions with the presenting group.

Assessment:
1. On day 2 of this lesson, the instructor will observe each group to check their progress, answer questions, and make sure everyone is on-task. The instructor will make sure that the discussion is centered on the writing error and presentation, and that each group has an adequate understanding of the subject.
2. The presenting group will be graded by rubric, which stipulates that each group member will receive individual points for participation.
3. At the end of each lesson, all students will participate in chalk-talk by sharing on the board their thoughts on the presentation and writing error discussed.

Preparation: Print out needed materials; research each writing error and place helpful material in a folder for easy access.

Process/Procedures: Introduction
1. Introduce the first five writing errors, as listed in the FYC Readiness Criteria: Sentence fragments, comma splices, run-on sentences, subject-verb non-agreement, and spelling errors. (10 min)
2. Assign one writing error topic to each of the five base groups. Pass out assignment sheet with instructions for group presentation assignment. (5 min)
3. As part of the assignment, each base group must submit their detailed presentation to the instructor via email prior to the day of their presentation.
4. Pass around schedule sheet for presentation sign-ups. Each week there will be one group presenting. (5-7 min)
5. Pass out rubric to class for reference, and discuss. (10 min)
6. Freewrite: "What is a writing error?" (10 min)
7. Class discussion on freewrite topic. (8-10 min) (Day 1)

Process/Procedures: Brainstorm and Groupwork
1. Students will be provided with one class session to work on their presentations. (50 min)
2. Instructor will visit with each group to observe and provide assistance as needed.

Process/Procedures: Presentation
8. Instructor to provide a brief introduction of the writing error being taught. (5 min)
9. Group presents. (30 min)
10. Chalk-talk (Silent time when anyone who chooses to can write something on the board—a question, comment, thought, etc.) (5 min)
11. Read through chalk-talk aloud. (10 min)
12. Presenting group receives rubric with grade. (Day 2)

Materials: Copies of the following: Pop-quiz on MI theory, FYC Readiness Criteria, assignment sheet for presentations, rubric for presentations, sign-up sheet; poster paper, markers, research material for each group, website URLs

Modifications/accommodations: If presentations run over, have class discussion instead of written questions.

Multiple Intelligence Theory—pop quiz

Name:
Date:
Class:

1. Who is the father of Multiple Intelligence Theory?

2. Name your preferred Intelligence, and at least one characteristic (i.e. study technique, common interests, academic application).

3. True or False: A profile of Intelligences is the compilation of an individual's strongest Intelligences.

Readiness Criteria for First-Year Composition

1. QUANTITY: Although some texts written in the course may be a single page or less, essays included in the portfolios should communicate ideas too complex to be completed in one page.

2. CONTENT: Writing should exhibit the following:
A. Thesis statement or main idea.
B. For the most part, organization and development logical and appropriate to the type of writing, audience, and purpose.
C. Use of relevant illustration, explanation, anecdote, etc. to elaborate and convey meaning.

3. CORRECTNESS: The final drafts of the essays included in the portfolios should be relatively free of the following:
A. Sentence fragments;
B. Comma splices and run-on sentences;
C. Subject-verb non-agreement;
D. Spelling errors.
*No errors should be so numerous that they interfere with the reader's understanding of the essay.

4. PROCESS: Student writers generate ideas, organize thoughts and information, and develop drafts. They analyze and revise written work to make it relative to audiences and purposes by:

A. Adding or deleting details;
B. Adding or deleting explanations;
C. Clarifying difficult passages by rearranging words, sentences, and paragraphs;
D. Reconsidering the overall structure and making necessary changes.

*Students proofread and edit their work to correct errors in grammar and punctuation.

Readers will look at earlier drafts to see if they have been revised and edited with the above concerns in mind. Preliminary drafts of essays written later in the semester should show more awareness of these aspects than those written earlier.

Presentation Assignment—Common Writing Errors

Step three on the FYC Readiness Criteria provides you with five common writing errors. Your group has been assigned one of these five writing errors to research and present to your classmates. You will have at least three days to prepare for your presentation, including an entire class-session devoted to group collaboration.

Presentations will be 30 minutes in length, and must include:

1. Name and definition of the writing error
2. At least 3 examples of the writing error, with follow-up corrections.
3. At least one visual element (poster, picture, sample text, etc.)
4. Use of technology (computer, overhead, music, video clip, text message survey, etc.)
5. An activity for the entire class to participate in, which focuses on the writing error.

You will be graded by rubric. Please note that each group member will receive an individual grade based on their participation during the presentation.

Common Writing Errors Presentation: Sign-up sheet

Group 1: Sentence Fragments
Members:

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Group 2: Comma splices
Members:

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Group 3: Run-on sentences
Members:

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Group 4: Subject-verb non-agreement
Members:

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Group 5: Spelling errors
Members:

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