



#10157 THE WRINKLE-FREE WORLD OF ENGLISH COMPOSITION: MODULE 3

CEREBELLUM CORPORATION, 2002
Grade Level: 11-13+
27 mins.
1 Instructional Graphic Enclosed

DESCRIPTION

Discusses "cluster" and "linear" outlines and the advantages of each. Explains that a rough draft's purpose is to be exploratory, and emphasizes the importance of getting feedback on its form and interest to the reader. Mentions the primary ways to grab a reader's attention in an opening paragraph.

ACADEMIC STANDARDS

Subject Area: Language Arts–Writing

- Standard: Gathers and uses information for research purposes
 - ◆ Benchmark: Uses systematic strategies (e.g., anecdotal scripting, annotated bibliographies, graphics, conceptual maps, learning logs, notes, outlines) to organize and record information (See INSTRUCTIONAL GOALS 1.)
- Standard: Uses the general skills and strategies of the writing process
 - ◆ Benchmark: Prewriting: Uses a variety of prewriting strategies (e.g., develops a focus, plans a sequence of ideas, uses structured overviews, uses speed writing, creates diagrams) (See INSTRUCTIONAL GOALS 1.)
 - ◆ Benchmark: Drafting and Revising: Uses a variety of strategies to draft and revise written work (e.g., highlights individual voice; rethinks content, organization, and style; checks accuracy and depth of information; redrafts for readability and needs of readers; reviews writing to ensure that content and linguistic structures are consistent with purpose) (See INSTRUCTIONAL GOALS 2.)

INSTRUCTIONAL GOALS

1. To introduce clustering and linear outlining as strategies to organize and record information.
2. To explain drafting and revising in writing.

BACKGROUND INFORMATION

See the Standards Deviants Web site

(http://www.standarddeviants.com/pls/brain/cerebellum.show_subject?p_subject_id=19) for a PDF file of Nathan's writing assignment and three drafts of his paper. Under "Helpful Cards," click on "English Composition Summary Sheet B." (See RELATED RESOURCES.)

VOCABULARY

- | | |
|------------------------|--------------------|
| 1. anecdote | 7. preliminary |
| 2. clustering | 8. prewriting |
| 3. essay | 9. revision |
| 4. exploratory writing | 10. sources |
| 5. feedback | 11. thesis |
| 6. freewriting | 12. writer's block |

BEFORE SHOWING

1. Review components of prewriting: choosing a topic, freewriting, purpose, audience, and format. View the CMP video, #10156, *The Wrinkle-Free World of English Composition: Module 2*.
2. Give a writing assignment; freewrite to choose a topic that fits the assignment and your interests. Freewrite to consider purpose, audience, and format.

AFTER SHOWING

Discussion Items and Questions

1. What is the purpose of outlining? What is the difference between clustering and linear outlining? Why will your preliminary outline probably need to change?
2. How does a lot of prewriting make it easier to write the rough draft? What is the difference between freewriting and a draft? Why is it a good idea not to add research to a rough draft?
3. Why should you get feedback? How can you get good feedback? How is feedback different in early and later revisions? What questions should you ask to get good feedback?
4. Discuss openings.
 - a. What are the purposes of an opening?
 - b. How can an anecdote, a question, a quotation, a definition, or a description be used to write a strong opening?
 - c. How can you show the reader the focus of your paper? What makes a thesis strong?

Applications and Activities

1. Make a cluster outline for a topic. In the center circle write a question or the thesis. Brainstorm ideas connected to this central idea. Keep branching until you run out of ideas.

C a p t i o n e d M e d i a P r o g r a m

2. Make a linear outline for your topic. Connect ideas and examples by where they will appear in the paper.
3. Write a rough draft for your topic. Begin by reviewing all of your prewriting: free writing and outlining. Follow your cluster or linear outline.
4. Get feedback on your rough draft.
 - a. Ask specific questions of your reader. (See INSTRUCTIONAL GRAPHIC.) Focus on: thesis, organization, ideas, and voice. Choose a critic familiar with your subject matter.
 - b. Revise your rough draft based on feedback from your reader.
5. Create five possible openings for your topic. Include an anecdote, a question, a quotation, a definition, and a description. Get feedback to determine which opening is most effective.

CMP RELATED RESOURCES

- [The Wrinkle-Free World of English Composition: Module 1 #10155](#)
- [The Wrinkle-Free World of English Composition: Module 2 #10156](#)
- [The Wrinkle-Free World of English Composition: Module 4 #10158](#)

World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• STANDARD DEVIANTS: ENGLISH COMPOSITION

http://www.standarddeviants.com/pls/brain/cerebellum.show_subject?p_subject_id=19

This Web page has a downloadable test and quizzes meant for use after Module 4, in addition to Nathan’s writing assignment and three drafts of his paper.

• GUIDE TO GRAMMAR AND WRITING

<http://ccc.commnet.edu/grammar/>

Includes a guide to grammar and writing, principles of composition, and interactive quizzes. The “frequently asked questions” page and the guide’s search engine provide help on grammatical issues, tips on composition, and advice on English usage.

- **ABC'S OF THE WRITING PROCESS**

<http://www.angelfire.com/wi/writingprocess/>

Provides a user-friendly, online resource for students or teachers, including information and related links on prewriting, drafting, revising, editing, and publishing.

- **GALLAUDET UNIVERSITY'S WRITER'S HANDBOOK**

<http://academic.gallaudet.edu/handbooks/writers.nsf>

Part of Gallaudet's Dynamic Online Collaboration, this site has a teacher's guide, a student tutorial, a correction chart, common errors, a quick reference section, and grammar exercises.

INSTRUCTIONAL GRAPHIC

QUESTIONS TO ELICIT GOOD FEEDBACK



Questions to Elicit Good Feedback



Directions: Read through the questions below. Add an additional question of your own. Give the questions and your draft to a good critic of the topic, and ask them to write their answers in the "Answer from the Reader" column. Check when you have incorporated their suggestions into your draft.

Question to the Reader	Answer from the Reader	✓
1. Are my ideas effectively arranged and expressed?		
2. Do I stick to my thesis throughout the paper?		
3. Is the paper easy to follow?		
4. Are the main ideas developed and supported with proper details?		
5. Does my paper fit the intended audience?		

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