

1: Periods | Punctuation Rules

The final in-class examination period is intended for the end-of-semester examination. No in-class examination constituting more than 10% of the final course grade may be given in undergraduate courses during the week preceding the final examination period of the semester; laboratory, performance and other alternative classes (e.g., courses in.

Evaluating Students One of the most challenging steps in your teaching responsibilities is the evaluation of student progress. Evaluation can be one of the most threatening steps for the inexperienced teacher. Planning for student evaluation is an integral part of planning for teaching, not just the final step of the instructional process. As someone who has had to maintain a high GPA in order to gain admittance to your graduate program, you are most familiar with summative evaluation--an assignment or set of assignments that result in a letter grade that is supposed to reflect your overall grasp of course material at the end of a period of time. Without question, assessing your students with grades is one of the most important tasks you may be asked to do as a teaching assistant. However, just as important as summative evaluation--determined through quizzes, tests, term papers, mid-terms, and final exams--is the formative evaluation that you can do throughout the semester in order to assess how well your students are learning as they prepare for summative evaluation. Formative evaluation can pre-empt poor student performance on summative evaluation projects; at the same time, formative evaluation can communicate to both teachers and students whether or not course content is effectively being communicated and learned, information that can lead to refinement of instruction on the part of the teacher and refinement of studying techniques on the part of the students. The remainder of this section focuses on some important aspect of summative evaluation. Testing Testing serves three main purposes. Tests are diagnostic tools that help you establish what students already know. Tests are formative because they give students feedback as well as help you to improve your instruction. Finally, tests are summative in that they evaluate student performance for the purpose of assigning a final grade. Tell your students in advance, preferably at the beginning of the term, what kinds of tests will given in the course. The nature of the course test format will directly influence how students will prepare, study, and learn. In most introductory courses at the University of Georgia, professors assign several tests during the course of the semester, in addition to the final examination. Having first defined the scope of the test, next decide what kind of test will best measure student progress. The nature of the subject and the personal teaching philosophy of the course instructor will usually determine which format will work best. If the course has focused on facts, data, and procedures that the student will need to recall, then an objective test will probably be most appropriate. On the other hand, if your students have been organizing, synthesizing, and applying knowledge in class on a regular basis, then perhaps an essay test, problem solving project, or written assignment will be a more suitable test. Format To decide upon a format, it may be helpful to write down all the topics you wish to test under each course objective and then classify the topics according to importance. Next, outline the questions you want to ask on each topic, keeping in mind that the more important topics deserve the most attention. Beside each question, indicate whether it will require the students to recall facts, understand or explain a concept, or apply knowledge. Your choice of an exam format should be based on the learning outcomes you want to test. Listed below are some possible exam formats. You can combine several of these to create a well-balanced test. Essay tests give students a chance to organize, evaluate, and think, and therefore often are very effective for measuring how well students have learned. They are, unfortunately, the most difficult and time consuming to grade. It is a good idea to establish the criteria for grading an essay or discussion question ahead of time to insure that the test question is written clearly, and to insure that students understand what kind of answers are expected. Short Answer questions allow for greater specificity in testing while still providing some opportunity for student creativity. Some short answer questions test recall, but can be more challenging than multiple choice, which allows students to recognize correct answers. In a typical test period, most students cannot address more than two or three essay questions adequately. During the same period, students can respond to eight or ten short answer questions, which could cover a broader range of topics. By only allowing a limited space for short answers, students are encouraged to be precise. Multiple Choice questions are very

versatile and may be especially useful for testing the ability to interpret diagrams, sketches, tables, graphs, and related material. These questions are very easy to grade, and are frequently used in large classes. Unfortunately, it is difficult and time consuming to write good multiple choice questions. If you are teaching a small class, you may want to consider less time consuming test construction. Each multiple choice question should contain a stem consisting of a clear, complete thought or problem, which may be presented as a sentence, a question, or a statement missing a few words and a set of optional answers. Like the stem, the options should be clear and concise, and the distracters incorrect answers generally should include common misperceptions, true statements that are in the wrong context for the question, and incorrect answers that might sound plausible to naive students. Write out three to five optional answers per question, and hide the correct answer randomly among the distracters. Write options that are nearly equal in length and style. Make certain that there are no verb tense changes and that subject and verb agree from the stem to the options. Completion questions test for recall of key terms and concepts. These questions usually consist of sentences in which one or more key words have been left blank for students to complete. Make sure that all completion question blanks are of the same length. Matching questions are useful for testing recognition of the relationships between pairs of words or between words and definitions. Matching questions are usually composed of a list of stems and an equal or greater list of optional answers to be matched to the stems. The stems may be complete sentences, definitions, short phrases, or single words, such as the name of a major concept, geographical location, or philosophic or scientific principle. The options may be single words or definitions. All options and stems should be of the same length. Supply enough answer choices so that students cannot simply guess by process of elimination. Matching questions are more effective when used in sets of at least five to ten related items. True-False questions are easy to write and grade, but are not recommended as a dependable means for measuring student learning, except for testing factual recall. If you choose to use true-false questions, avoid creating double negatives, and avoid ambiguity in your statements. Test Administration Testing is a tense time for most students, and any effort you can extend to make the process run smoothly and minimize interruptions will generally be reflected in improved student morale and performance. Have your exams copied, collated, and ready to be distributed well before class begins. Write announcements, corrections, or further announcements on the board, and make certain that you let your students know ahead of time that you will be doing this. You may wish to write the time remaining on the board in fifteen minute increments. If the test is well-written, provides clear, adequate instructions, and is ready to distribute the moment the test period starts, students will be less anxious. Grading Grades provide the triple-crown of assessment at the end of any unit or school term. You can measure how well a student is learning as well as how effectively you are teaching the material, and you can provide valuable feedback to students. Because grades are used to determine entrance into programs and as criteria for scholarship qualification, grades can produce anxiety in most students, and the fear of a bad grade can even inhibit learning from taking place. While you cannot prevent all grade anxiety, here are some helpful suggestions to reduce it in your class: Let your students know what is expected of them from the start of the course. Ideally, you should create a grading plan at the same time you plan the course. This is also the best time to decide how you will handle late assignments. Spell out your grading plan in the syllabus. Check to see that all graded assignments tests, papers, quizzes, etc. Devise fair and reasonable grading procedures that will be applied equally to all students. Grade Distribution Grades are usually determined by comparison of student performance with absolute standards, the performance of other students, or a combination of the two. In these cases, grading needs to be tempered with relative interpretations of student performance. Graphs or charts of grade distributions make it easier for you to see how good your evaluation method was. Uneven or badly skewed distributions suggest a poor testing method. University Grading Policy Policies may vary from department to department, but The University of Georgia prescribes a uniform grading scale and letter grade symbols for assigning final student grades. Beginning in the school year, the university will assign pluses and minuses to the grading system. For more detailed information, contact your departmental supervisor or graduate coordinator. Grading Objective Tests These tests usually take longer to create, but are the easiest and quickest to grade. Prepare an answer key, with point values assigned to each answer, before you begin to

grade. It is a good practice to check each question before grading to see if more than one answer is acceptable. If in the process of grading papers you discover that an inordinately large number of students performs poorly on a particular question, examine the question carefully. If you determine that the question is unsuitable, eliminate it from the test.

Grading Essay Tests These tests take considerably longer to grade, thus it is all the more important to prepare a model answer or content outline with point values assigned before you begin to grade. You want to strive for consistency in grading, which is sometimes best achieved by grading question by question, rather than student by student. Grading essays requires much subjective judgment, and your judgment can become clouded by grading for hours on end. Stop grading when you get fatigued. When you resume grading, read over the last few essays you had marked to make sure that you were fair. Essay and discussion tests provide an excellent opportunity for feedback through marginal comments, recommendations for further study, and via posing alternate points of view. While some students are primarily interested in their grade, others might become discouraged if they have points taken off and do not understand why. Students benefit best from feedback that makes at least one positive comment and is as constructive as possible.

Returning Tests and Papers To maximize the educational benefits of a test, grade it and return it to your students as soon as possible. Discuss the test in class. If the test is still fresh on their minds, your comments will more likely resonate with the students and help them prepare for subsequent tests. Post-test class discussions may bring new ideas or alternative answers to light that will challenge some of your grading key. Students will appreciate your willingness to award credit for acceptable alternative answers, as well as your respect for their individual scholastic activity.

Contesting a Grade Occasionally, a student will contest a grade. Some professors institute a hour cooling off period before challenging a grade. Other professors require that a student put down in writing their grade complaint and why they feel that they should receive more credit. Still other professors offer to regrade a paper, but reserve the right to lower a grade as well as to raise it. If the grade stands after meeting with a student, explain to the student how the grade fits into the grading policies you have established.

2: Teaching Early Modern English Prose | Modern Language Association

Use a period at the end of a complete sentence that is a statement.

Sharing, questioning, and reading aloud were encouraged. I considered the lesson a success because my students immediately showed a level of confidence in the use and placement of punctuation that I had not observed at other times, when they appeared lost in the fog of punctuation rules. An added bonus was the energy the students expended in looking at their own writing sentence by sentence, determining if they were communicating their intended thoughts. In addition to punctuation marks, students made other changes in their drafts, sometimes making substantive revisions even though this was a third look at the essays. The Elements of Success The origin of the invisible decisions made daily by classroom teachers is what intrigued me. Though it seems straightforward, when I trace back the seeds of that single lesson, I can identify countless sources and my own state of readiness as a teacher as the key to its success. Like a duck floating on the water, the teaching looks simple and serene from above, but from below there is a lot of paddling going on. The elements of the lesson I identified as necessary to its success were its placement in the teaching year, an active observation of my students, confidence in both pedagogy and writing theory, and the assignment of an authentic piece of writing. The origin of the invisible decisions made daily by classroom teachers is what intrigued me as I considered all the hidden influences on how the lesson developed. The lesson was introduced when the students were ready and eager for it. Because they had been working on college application essays which would soon head off in the mail, the seniors had an immediate, pressing need to know how to refine their writing. We had discussed how the essays were often the only opportunity to represent themselves on paper in their best light. The students wanted to publish their ideas in their most literate fashion. Learning to watch for these moments in teaching came from countless great writing teachers: The small decision of when to teach the lesson had been reinforced by my peers in the writing project and supported through the modeling of successful lessons, whose successes were revealed over and over again in the writing of real students. This training helped me understand what to hope for in student writing at the end of a lesson and how to look for evidence that an intervention had worked. My peers had modeled this habit of thought for me. I had already tried and abandoned the conventional route to helping students with commas. A shift in my teaching style occurred when I began to look at my classroom as an opportunity to learn from the students. I looked forward to learning from the combined wisdom of other teachers when we described student behavior and discussed catastrophic failures or apparent successes in our teacher workroom. The culture of sharing our observations grew naturally out of the energy created as we learned and celebrated with each other. Collegial sharing in this informal fashion has been key in restoring and sustaining my teaching energy level. I had already tried and abandoned the conventional route to helping students with commas: Except with the most conscientious student, the knowledge was rarely transferred to their writing. Because of all these attempts, failures, and continued observations, I was ready to see that the column read in August might help me show students how punctuation could be a friend in their effort to communicate their unique voice on the page. My confidence in explaining the lesson came from years of reading about and understanding the uses of punctuation, spurred by discussions and observations by a community of peers in the NVWP. Much of the material in the book on the origin and use of punctuation was not new to me, but the act of choosing the book for leisure time reading was nurtured by an ongoing search for new insightsâ€”a teacher attitude planted, watered, and grown in the project. The reading jogged memories of other statements about punctuation I had come across in the literature, and these experiences began to coalesce into a working theory I thought I could articulate for the students. Excellence in teaching requires a commitment of energy and enthusiasm that can be borne only through a supportive community. A background in journalism made it clear that many usage rules were arbitrary, as evidenced by the style books all publishing houses use to create uniformity in their publications. Also in my head was a five-year-old memory of an inservice lesson from a teacher who had introduced a chart that simplified the usage of punctuation marks. Back then I had tried with limited success to recreate the lesson in my room, and I was still trying to figure out how to make the chart more useful to both my students

and myself. A handout created by a colleague based on that chart was still in my filing cabinet. All these voices were speaking to me when I began to form the lesson. On numerous occasions I had attempted to get students to invest the energy needed to look at each sentence with the vigor and attention good communication requires. My journalism students are always involved in producing a newspaper for a real audience. Their need to know the usage issues of our language is immediate and real and I struggle to make classroom work just as immediate and real. This time it worked. Donald Murray writes that "[e]diting is done to communicate meaning. Teaching punctuation in the context of an ongoing struggle to create meaning forced the students to look at their writing a sentence at a time, a goal I have been striving for in all my years of teaching. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts. This requires not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell. They had to determine their intention and use punctuation to enhance the message. In their struggle to create their own vision of the writing, they discovered the rhetorical implication of choosing one piece of punctuation over another. Conclusion A single lesson on only one of the days that we face students in the classroom grew out of all the voices of master teachers who had come before. All of the reading, sharing, student watching, and observation of other teachers came together on a single day in a matter of moments, and I was finally ready to teach that lesson. From the outside, teaching appears to be a simple, straightforward profession. But true pedagogy grows out of the layering of experience, observation, prodding and questioning by peers, sharing, reading, attempts and failures, and willingness to take risks in the classroom. Without a teaching community, I do not think I would have ever found the key to helping my students embrace the tedious task of closely editing their text. Without a teaching community of published authors, presenters, and the willing teachers next door who share their own successes and failures, I do not even think I would be aware that I could be looking for more and different ways to increase student effectiveness. Continued growth in our profession relies on actively observing students, looking for their readiness; creating authentic, meaningful assignments; reading widely in the study of our discipline looking for ways to simplify the complex for the novice; and exploring every dimension of teaching in the company of our peers. And ultimately, the student benefits from this collected adult voice. The Road Most Taken. A Writer Teaches Writing.

3: Transforming Writing: Final evaluation report | National Literacy Trust

Writing Assignments and Feedback; Undergraduate Research; Feedback on Teaching; Teaching @ WashU; Programs. For Faculty; For Graduate Students and Postdocs.

Everything about final exams is fraught with terror: These exams are not just a rite of passage, but a fundamental and longstanding tool that American college professors have been using, in some format, since the 1800s. Now comes the twist, the pop-quiz question of the day: What happens when the final exam starts vanishing from American higher education? Across the country, there is growing evidence that final exams — once considered so important that universities named a week after them — are being abandoned or diminished, replaced by take-home tests, papers, projects, or group presentations. Anecdotally, longtime professors say they have been noticing the trend for years. And now, thanks to a recent discussion at Harvard University, there are statistics that make clear just how much the landscape has changed. In the spring term at Harvard last year, only 1 of the 1,000 undergraduate courses had a scheduled final exam, the lowest number since 1990, according to Jay M. Harris, the dean of undergraduate education. But the low rate of actual scheduled finals at Harvard last spring — just 23 percent — was considered significant enough to prompt one striking change. For years, final exams in Cambridge were considered a given, and the bureaucratic rules reflected that reality. Courses were simply assumed to include a seated, three-hour final exam; any professor who wished to opt out had to request permission. So starting this fall, the onus has been flipped: The university will assume there will be no finals in courses. Any professor who actually wants to hold one will need to say so. The change, which was first reported in Harvard Magazine, is not a statement on the value of final exams one way or the other, Harris said. But the shrinking role of big, blockbuster tests at Harvard and colleges elsewhere is raising serious pedagogical questions about 21st century education: How best do students learn? They can be arbitrary and abstract — an inauthentic gauge of what someone knows. Research, by Bangert-Drowns and others, shows that frequent testing is more beneficial. And yet, many still find value in the final exam. It might be stressful, even terrifying, but it has the singular power to force students to go back over material, think critically about what they have read, review hard-to-grasp-topics once more, and even talk about the subject matter with classmates and instructors — all of which enhance learning. How much did your students learn? How much better are they at something now than they were when they started? But these early examinations were oral. The goal was often rote memorization: Consequently, in the 1800s, Yale and Harvard began introducing written biennial tests. The notion spread, and by the late 19th century, such exams had become accepted practice on many campuses, according to John R. Cooney. It was an efficient way to assess students in large numbers. But in more recent decades, researchers have questioned whether such finals are truly the best way to help students learn. One such study, published last year, focused on more than 1,000 students taking algebra at Richard J. Daley College in Chicago between 2008 and 2010. Vali Siadat, the chairman of the math department there, compared the outcomes of algebra students who took weekly, cumulative quizzes over the course of the semester with those who received less rigorous, regular assessment. Those tested weekly not only did better on the midterm and the final exams, but better overall, outperforming their classmates who did not receive regular quizzing by about 16 percent by the end of the semester. With regular, cumulative testing, Siadat concluded, the students were simply better prepared. Daley colleague Eugenia Peterson. And perhaps not surprisingly, students are thrilled to avoid the terror of the blue books. Seventy-eight percent reported actually learning more that way, and almost all of them — 98 percent — said they were less stressed taking short, weekly quizzes than they were taking large exams. In a wired world, where Internet search engines have reduced the need for memorization of facts, final exams might not be as useful as they once were, some professors suggest. Maier, Saltonstall professor of history at Harvard. And Maier suggested that other issues may be contributing to the trend at Harvard. Recent cutbacks have made it necessary, he said, for professors or their assistants to monitor their own final exams — an unwelcome task at best, and a nuisance at worst. But it probably was a factor. One idea, he suggested, would be to follow up with students several months after a course has ended to see what information they have retained. Meantime, the academic calendar at Harvard pushes on through the fall.

THE FINAL PERIOD: WRITING AND TEACHING pdf

This semester, according to the calendar, classes end on Dec. The next 10 days are dedicated to reading period â€” a time when students are historically supposed to be preparing for final exams.

4: Final Exam Example

Teaching punctuation in the context of an ongoing struggle to create meaning forced the students to look at their writing a sentence at a time, a goal I have been striving for in all my years of teaching.

Introduce multi-genre writing in the context of community service. When Michael rode his bike without training wheels for the first time, this occasion provided a worthwhile topic to write about. We became a community. Establish an email dialogue between students from different schools who are reading the same book. When high school teacher Karen Murar and college instructor Elaine Ware, teacher-consultants with the Western Pennsylvania Writing Project, discovered students were scheduled to read the August Wilson play *Fences* at the same time, they set up email communication between students to allow some "teacherless talk" about the text. Rather than typical teacher-led discussion, the project fostered independent conversation between students. Formal classroom discussion of the play did not occur until students had completed all email correspondence. Though teachers were not involved in student online dialogues, the conversations evidenced the same reading strategies promoted in teacher-led discussion, including predication, clarification, interpretation, and others. Back to top 3. Use writing to improve relations among students. Diane Waff, co-director of the Philadelphia Writing Project, taught in an urban school where boys outnumbered girls four to one in her classroom. The situation left girls feeling overwhelmed, according to Waff, and their "voices faded into the background, overpowered by more aggressive male voices. She then introduced literature that considered relationships between the sexes, focusing on themes of romance, love, and marriage. In the beginning there was a great dissonance between male and female responses. According to Waff, "Girls focused on feelings; boys focused on sex, money, and the fleeting nature of romantic attachment. Help student writers draw rich chunks of writing from endless sprawl. Jan Matsuoka, a teacher-consultant with the Bay Area Writing Project California, describes a revision conference she held with a third grade English language learner named Sandee, who had written about a recent trip to Los Angeles. I made a small frame out of a piece of paper and placed it down on one of her drawings – a sketch she had made of a visit with her grandmother. Back to top 5. For each letter of the alphabet, the students find an appropriately descriptive word for themselves. Students elaborate on the word by writing sentences and creating an illustration. In the process, they make extensive use of the dictionary and thesaurus. One student describes her personality as sometimes "caustic," illustrating the word with a photograph of a burning car in a war zone. Her caption explains that she understands the hurt her "burning" sarcastic remarks can generate. Back to top 6. Help students analyze text by asking them to imagine dialogue between authors. John Levine, a teacher-consultant with the Bay Area Writing Project California, helps his college freshmen integrate the ideas of several writers into a single analytical essay by asking them to create a dialogue among those writers. He tells his students, for instance, "imagine you are the moderator of a panel discussion on the topic these writers are discussing. The essay follows from this preparation. Back to top 7. Spotlight language and use group brainstorming to help students create poetry. The following is a group poem created by second grade students of Michelle Fler, a teacher-consultant with the Dakota Writing Project South Dakota. Underwater Crabs crawl patiently along the ocean floor searching for prey. Fish soundlessly weave their way through slippery seaweed Whales whisper to others as they slide through the salty water. And silent waves wash into a dark cave where an octopus is sleeping. Fler helped her students get started by finding a familiar topic. In this case her students had been studying sea life. She asked them to brainstorm language related to the sea, allowing them time to list appropriate nouns, verbs, and adjectives. The students then used these words to create phrases and used the phrases to produce the poem itself. Back to top 8. Ask students to reflect on and write about their writing. Douglas James Joyce, a teacher-consultant with the Denver Writing Project, makes use of what he calls "metawriting" in his college writing classes. He sees metawriting writing about writing as a way to help students reduce errors in their academic prose. Joyce explains one metawriting strategy: He instructs the student to write a one page essay, comparing and contrasting three sources that provide guidance on the established use of that particular convention, making sure a variety of sources are available. Ease into writing

workshops by presenting yourself as a model. Glorianne Bradshaw, a teacher-consultant with the Red River Valley Writing Project North Dakota , decided to make use of experiences from her own life when teaching her first-graders how to write. For example, on an overhead transparency she shows a sketch of herself stirring cookie batter while on vacation. She writes the phrase "made cookies" under the sketch. Then she asks students to help her write a sentence about this. She writes the words who, where, and when. Using these words as prompts, she and the students construct the sentence, "I made cookies in the kitchen in the morning. Then she asks them, "Tell me more. Do the cookies have chocolate chips? Does the pizza have pepperoni? Rather than taking away creativity, Bradshaw believes this kind of structure gives students a helpful format for creativity. Back to top Get students to focus on their writing by holding off on grading. Stephanie Wilder found that the grades she gave her high school students were getting in the way of their progress. The weaker students stopped trying. Other students relied on grades as the only standard by which they judged their own work. She continued to comment on papers, encourage revision, and urge students to meet with her for conferences. But she waited to grade the papers. It took a while for students to stop leafing to the ends of their papers in search of a grade, and there was some grumbling from students who had always received excellent grades. But she believes that because she was less quick to judge their work, students were better able to evaluate their efforts themselves. Erin Pirnot Ciccone, teacher-consultant with the Pennsylvania Writing and Literature Project , found a way to make more productive the "Monday morning gab fest" she used as a warm-up with her fifth grade students. She conceived of "Headline News. The writers then told the stories behind their headlines. As each student had only three minutes to talk, they needed to make decisions about what was important and to clarify details as they proceeded. On Tuesday, students committed their stories to writing. Give students a chance to write to an audience for real purpose. Slagle, high school teacher and teacher-consultant with the Louisville Writing Project Kentucky , understands the difference between writing for a hypothetical purpose and writing to an audience for real purpose. She illustrates the difference by contrasting two assignments. Write a review of an imaginary production of the play we have just finished studying in class. They must adapt to a voice that is not theirs and pretend to have knowledge they do not have. Slagle developed a more effective alternative: Practice and play with revision techniques. Mark Farrington, college instructor and teacher-consultant with the Northern Virginia Writing Project , believes teaching revision sometimes means practicing techniques of revision. An exercise like "find a place other than the first sentence where this essay might begin" is valuable because it shows student writers the possibilities that exist in writing. In his college fiction writing class, Farrington asks students to choose a spot in the story where the main character does something that is crucial to the rest of the story. At that moment, Farrington says, they must make the character do the exact opposite. Bernadette Lambert, teacher-consultant with the Kennesaw Mountain Writing Project Georgia , wondered what would happen if she had her sixth-grade students pair with an adult family member to read a book. She asked the students about the kinds of books they wanted to read mysteries, adventure, ghost stories and the adults about the kinds of books they wanted to read with the young people character-building values, multiculturalism, no ghost stories. Using these suggestions for direction, Lambert developed a list of 30 books. From this list, each student-adult pair chose one. They committed themselves to read and discuss the book and write separate reviews. Most of the students, says Lambert, were proud to share a piece of writing done by their adult reading buddy. Several admitted that they had never before had this level of intellectual conversation with an adult family member. Teach "tension" to move students beyond fluency. One day, in front of the class, she demonstrated tension with a rubber band. Looped over her finger, the rubber band merely dangled. The initial prompt read, "Think of a friend who is special to you. Write about something your friend has done for you, you have done for your friend, or you have done together. Students talked about times they had let their friends down or times their friends had let them down, and how they had managed to stay friends in spite of their problems. In other words, we talked about some tense situations that found their way into their writing. Encourage descriptive writing by focusing on the sounds of words. Ray Skjelbred, middle school teacher at Marin Country Day School, wants his seventh grade students to listen to language. He wants to begin to train their ears by asking them to make lists of wonderful sounding words. They may use their own words, borrow from other

contributors, add other words as necessary, and change word forms.

5: 30 Ideas for Teaching Writing - National Writing Project

Meaning: The last period of play in a game. Classified under: Nouns denoting time and temporal relations. Hypernyms ("final period" is a kind of): period of play; play; playing period ((in games or plays or other performances) the time during which play proceeds).

The final examâ€”A reflection essay and impromptu speaking activity Before the exam period: At the end of each semester of Communication Skills, students complete a reflection essay about their progress in the course. For example, they sometimes describe relationships with parents or roommates in which communication was at one point difficult and was later resolved because the students acquired new skills on conflict resolution. A student might point out growth in writing skills by comparing assignments from two different points in the semester. Many write about their experiences with group projects and their new skills in handling such complex tasks. Students may choose any focus for the reflection papers. I do not specify the length, but students generally write page papers. For once, they seem eager to write! The course packet for CommSkills includes this description of the assignment: Reflecting on Your Progressâ€”The Final Exam Write a reflection essay about your progress toward your goals in the class. Have your listening, writing, and speaking skills improved? Has your attitude about speaking changed since the beginning of the semester? What advances have you made in the use of electronic communication or research? Observe the standard essay format: The final "exam" is due at the beginning of the exam period. Please turn in paperwork reflecting all stages of the writing process. To prepare for exam day: Students create, organize, draft and revise their essays, knowing that they will be required to turn in evidence of all steps of the writing process. They also know that we will have some kind of final activity. I do ask them to bring snacks or sodas to share with the class. During the exam period: Once students have submitted their reflection essays, I ask them to write their names on slips of paper and put the names in a container. A student draws a name and then interviews the person whose name was drawn about his or her disasters and successes during the semester. After minutes, students make some quick notes and then make impromptu speeches. They congratulate their partners on their accomplishments during the semester and use examples to explain those accomplishments. They honor their classmates in the way only peers can. Many of the presentations are funny; some are nostalgic. We share snacks and laughterâ€”and sometimes tears and hugs.

6: Evaluating Students | Center for Teaching and Learning

30 Ideas for Teaching Writing. Summary: Few sources available today offer writing teachers such succinct, practice-based help—which is one reason why 30 Ideas for Teaching Writing was the winner of the Association of Education Publishers Distinguished Achievement Award for Instructional Materials.

Part 2 introduced some simple writing ideas that can make writing more enjoyable for everyone. Make sure your eager, motivated writers take their compositions through these steps as well to ensure a well-written final draft. For example, put a cap on length. Introduce the Writing Process. Teach your kids that writing is a process, not a one-time event. And when the steps seem doable, even the most intimidated writer stands a chance at accomplishment. As you take your kids through the steps of the writing process, provide a schedule to follow. Break up such assignments into these five manageable steps: Brainstorming Brainstorming gets ideas flowing so your student has something to say. He might brainstorm for a how-to composition by listing the steps of the process. Perfection is not the goal. It helps the student take more responsibility for his own progress. Provide some sort of checklist as a guide to help him identify errors in content, style, and mechanics. As he compares his rough draft to the checklist, he makes corrections and improvements. The rewritten paper he turns in to you—his first revision—will then be ready for your inspection. Parent Editing Every paper benefits from a second opinion. Only after your child has had a chance to self-edit and rewrite should you offer your own advice. Not only that, it takes the pressure and guesswork out of editing. Along with tips, include plenty of positive feedback. Find ways to bless his efforts; then make gentle suggestions that encourage growth without crushing his spirit. Final Draft Now for the last step in the process—the final draft—where the student makes corrections based on your comments and puts the finishing touches on his paper. Recognize the need to seek out a program that offers strong parent support. Clear lesson instructions and checklists, as well as editing and grading tips, will help you feel more prepared to teach and evaluate this subject—and when you feel confident, your kids will definitely pick up on it! For younger children, WriteShop Primary grades K-3 and WriteShop Junior grades introduce the steps of the writing process in fun and memorable ways! Interested in similar articles?

7: Period -- The Punctuation Guide

Writing Workshop is a method of teaching writing that allows students to choose their own topics for their own audiences. Students meet days per week for a minute workshop. The workshop consists of a short lesson, an independent writing period, and sharing time.

It is broken into four sections and each section focuses on one aspect of the class. This exam provides students with a chance to earn a few extra credit points for knowing some of the more obscure information discussed in class. Lecturesâ€”Fill in the blank with the correct answer for these definitions based on the major lectures and literary theory terms discussed in class: Extra Credit 2 points: Quote Identificationâ€”State the title, author, and a brief overall idea of the following quotations: Future generations, who would never let the lamp go out, would be puzzled at that girl in a pleated skirt, white boots, and with an organdy band around her head, and they were never able to connect her with the standard image of a great-grandmother. This is a happy town. In the realm of book arts, whenever a masterpiece is made, whenever a splendid picture makes my eyes water out of joy and causes a chill to run down my spine, I can be certain of the following: Two styles heretofore never brought together have come together to create something new and wondrous. I was reminded of what I thought when staring for hours at a beautiful picture: If you stare long enough your mind enters the world of the painting. Elements of Fictionâ€”Answer the plot, character identification, setting, etc. You must get the answer correct in its entirety to get credit: Short Essaysâ€”Choose three of the following and answer them in a short essay one to two paragraphs each on the back of this sheet and the extra blank sheet. More paper is available at my desk if needed. Read the prompt directions carefully: Discuss a liminal state in *My Name Is Red*. What is the conflict of these two styles in the text? How does this symbol relate to the character Black? Discuss how a major female character is portrayed in one of the texts. Give a few examples of both the degradation she faces and the power she holds. Why is it controversial and on what grounds do some support it?

8: Midterm and Final Exam Examples

To teach effective writing, we must be effective writers ourselves. We can't teach what we don't know, and when it comes to writing, it's important to continue honing our craft. If you haven't engaged in much formal writing since college, you will remain a less effective writing teacher.

An indirect question ends with a period, not a question mark. What is she doing tonight? The question is, Does anyone support this legislation? The question was whether anyone supported the legislation. Proper placement of the period with parentheses If a sentence ends with a parenthetical that is only part of a larger sentence, the period is placed outside the closing parenthesis. Hotel rooms are likely to be in short supply throughout August the peak travel period. If the parenthetical is itself an entire sentence, the period is placed inside the closing parenthesis. Their house was the largest one on the block. It also happened to be the ugliest. Proper placement of the period with quotation marks If a sentence ends with quoted material, the period is placed inside the closing quotation mark, even if the period is not part of the original quotation. Abbreviations In addition to ending a sentence, the period is used with certain abbreviations. The current style is to use periods with most lowercase and mixed-case abbreviations examples: Note, however, that many scientific and technical abbreviations are formed without periods, even when they are lowercase or mixed-case. And a few uppercase abbreviations, including academic degrees, retain periods. United States , J. Juris Doctor , D. Doctor of Dental Surgery. Some authorities, including The Chicago Manual of Style, favor omitting the periods in the previous examples. Most established abbreviations can be found in a good dictionary, which will inform you of the use or nonuse of periods. See also the entry on style. Whether you choose to use periods or not, consistency is vital. It is inexcusable to write, for example, J. One or two spaces at the end of a sentence? In the era of typewriters, it was common practice to insert two spaces at the end of every sentence. As long as you are typing on a computer, a single space is generally preferred.

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Period. The period is perhaps the easiest punctuation mark to master. It ends a sentence. Difficulty generally arises only when the period is used with other punctuation marks.

For direct quotations, citations alone are NOT sufficient; you must enclose the quoted material in quotation marks. When used judiciously, quotations serve a number of important functions in a well-crafted paper. When you paraphrase, you must cite the source. You also must fully rewrite the original language and original sentence structure. A common mistake is partial paraphrasing. If you retain even a short phrase or a distinctive word, use quotation marks. Incorrect and correct examples of paraphrasing: When paraphrasing, you must rewrite the original language, change the original sentence structure, and cite the source according to the expectations of the discipline. Original text Descartes introduces the possibility that the world is controlled by a malicious demon who has employed all his energies to deceive him Lu Incorrect paraphrase Descartes suggests that the world is controlled by an evil demon who may be using his energies to deceive Lu Correct paraphrase Descartes suggests that the evil power who rules the world may be attempting to mislead him Lu Borrowed ideas come in many forms, including original concepts, observations, data, and logic. Include a citation when you use: Common Knowledge You do not need to cite an idea that is standard information of the discipline, such as material discussed in class or general information your reader knows or can locate easily e. Such information is widely available and not disputed. You do need to cite a fact that is not common knowledge, e. Beware of over-citing, which is usually the result of unnecessary citing of general knowledge or excessive reliance on source material. Remember to check with your instructor if you are unsure whether to cite information. Integrating Source Material When introducing source material, avoid using a weak lead-in verb, e. Be sure to smoothly integrate the quotation into the surrounding language, matching the syntax of the quotation to the syntax of the surrounding statement. Strategies for integrating source material: Use a full independent clause of your own to introduce the source material: Weave quoted text into the logic of your sentence: After you have presented the quotation or paraphrase, tie it your argument. Explain to your reader why the idea is significant in the context of your ideas. Each discipline uses a style of documentation that best serves its purposes. Humanities prefer parenthetical citation with author and page number Flynn Sciences prefer parenthetical citation with author and year of publication Beck Social sciences prefer author, date, and page Lu Historians prefer footnotes to parenthetical citations. For all forms of citation, you must provide a bibliographical list of sources used. The arrangement of information within each listing varies by documentation style. For more information on the specifics of documentation styles, see suggested resources on page four and check with your professor. Mechanics of Citation For parenthetical citations, the citation follows the final quotation mark or the paraphrase, and the period follows the citation, e. For footnotes, the citation follows the period, e. Some professors will ask you to collaborate with other students on an assignment. It is crucial that you understand on what parts of the assignment you can collaborate and what parts of the assignment you must complete independently e. Be aware that collaboration without permission is a violation of the Honor Code. The Hamilton College Honor Code requires that you acknowledge any help you receive on a class assignment. When you receive extensive help from others on assignments, include an Acknowledgments section at the end of your paper e. Develop Good Habits Plagiarism often starts in the note-taking stage. As you take notes, distinguish between paraphrases and direct quotations. Copy quotations exactly as they appear, and record all the information you will need for citations and a list of references. To avoid confusion, some writers use only direct quotations when taking notes. If using an on-line source, do not cut and paste text directly into your own draft. Be conscientious and consistent in whatever note-taking strategy you use. Further Information Many handbooks of writing provide extensive advice on documentation, including: Council of Science Editors. Scientific Style and Format: Council of Biology Editors, The Modern Language Association of America, A Pocket Style Manual. The University of Chicago Press, Materials available on-line and at the Writing Center: Reference librarians, Burke Library , or email askus hamilton. Acknowledgments The authors, Lisa Trivedi and Sharon Williams, wish to thank the writing tutors, the Honor

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