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ABSTRACT

This catalog contains brief descriptions of the PLATO lessons that are available under the coordination of the Community College English Project. It is designed to serve instructors as a guide for incorporating PLATO courseware into their teaching activities. Each course entry includes a file name (for on-line access), descriptive title, author's name, objective, description, student time, grade level, and subject area, and many include special notes. Courses deal with capitalization, composition, editing, grammar, poetry, punctuation, research, spelling, usage, vocabulary, and miscellaneous. (LL)

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FEBRUARY, 1976

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COMMUNITY COLLEGE ENGLISH LESSON INDEX

Computer-based Education Research Laboratory

University of Illinois Urbana Illinois

CS 202 724

FEBRUARY, 1976

COMMUNITY COLLEGE

ENGLISH LESSON INDEX

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COMPUTER-BASED EDUCATION RESEARCH LABORATORY

UNIVERSITY OF ILLINOIS

URBANA-CHAMPAIGN

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Special Note

Each author maintains the privilege of editing his lessons at any time and is individually responsible for its operational quality as well as the effectiveness of its pedagogical design and the accuracy of the subject matter content. The CERL Community College English Project staff acts only as a communication agent between authors and users of these lessons. Any misinformation or exceptions in this listing should be reported to Mary Sliger, Community College English Coordinator, 252 E.R.L., University of Illinois, Urbana, Illinois 61801 (217) 333-4405.

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INTRODUCTION

This catalog contains brief descriptions of the PLATO lessons that are available under the coordination of the Community College English Project. It should serve instructors as a guide for incorporating PLATO courseware into their teaching activities. On-line access to these lessons is available through the individual file names provided. It is strongly urged that instructors preview the lesson material before student usage.

For all lesson descriptions it should be noted that 1) ecs amounts will fluctuate, 2) student times are estimates, and 3) grade levels represent a target population.

This is part of the Community College Project directed by Daniel Alpert and coordinated by Pauline Jordan.

* * * *

An additional manual currently available provides a description of the Community College English Project's Language Arts Routing System, LARS. This booklet is directed to all instructors interested in using LARS. Specific instructor control options are outlined and described; the complete LARS catalog, along with lesson descriptions, is also included.

To request a copy of The LARS Instructor's Manual, please contact Mary Sliger, Community College English Coordinator, 252 ERL, University of Illinois, Urbana, Illinois 61801, (217) 333-4405.

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BARR	BATOR	CAIN	GEAITHER	GORUN
adjc	bib	cain01	engl	caps
advc	diction	cain02	engla	caps2
compound1	footnotes		eng2	caps3
compound2	footnotesl		eng4	
do	pgraphl		eng4a	
ger	pgraph4			
infit	pgraph5			
intverb				
iregl				
ireg2				
ireg3				
ncl				
nouns				
pph				
pronouns				
quotel				
quote2				
quote3				
smcol				
smco2				
smco3				
subjunct				
subp				
tense				

IBBS	JORDAN	KRAATZ	LIPSCOMB	LONG
pgraph2	blackbox	eldc	lipscombl	whowhom
pgraph3		eldp	lipscomb2	
		elds	lipscomb3	
		eldu	lipscomb4	
		eng92p	lipscomb5	
			lipscomb6	

MAGIDSON	MICHAEL	PRINCE	SCANLAN	SWEANY
eldc	hangman	spl	voc1	headline
eldp	wordwar		voc2	pgraph6
elds			voc3	sound1
eldu			voc4	sound2
ged1			voc5	sound3
spell			voc6	wordstor1
sval			voc7	wordstor2
sva2			voc8	
			voc9	
			voc10	
			voc11	
			voc12	
			voc13	
			voc14	
			voc15	
			voc16	
			voc17	
			voc18	
			voc19	
			voc20	
			voc21	
			voc22	
			voc23	

THOMPSON	VOJACEK	WALLACE	WILLIAMSON	YAMADA
thompson1	analogy	eng92	cain01	ged1
thompson2	poem	eng92a	cain02	pgraph1
thompson3	poetry	eng92b		pgraph2
	rhetoric	eng92c		pgraph3
	rime	eng92d		pgraph4
	stacks	eng92e		pgraph5
	think	eng92f		pgraph6
	usage	eng92g		spell
		eng92i		spl
		eng92j		wordstor1
		eng92k		wordstor2
		eng92l		
		eng92m		
		eng92n		
		eng92o		
		eng92p		
		eng92q		

1. File name: nouns ecs: 4288
   Descriptive title: Common and Proper Nouns

2. Author: Doris Barr

3. Objective: To give student practice in recognizing common and proper nouns

4. Description: Student identifies nouns in sentences as either common or proper.

5. Student time: 25 - 30 minutes

6. Grade level and subject area: Basic English students

7. Special notes:

1. File name: edlc ecs: 4357
   Descriptive Title: Capitalization Diagnostic Test

2. Author: Errol Magidson and Jim Kraatz

3. Objective: To provide a diagnostic test in basic capitalization

4. Description: Nineteen categories are covered in 39 total items. This figure is adjustable and may be varied to suit instructional need. Student receives diagnosis of those forms he made mistakes in, e.g. religious capitals, proper names, etc.

5. Student time: 30 minutes

6. Grade level and subject area: Basic, especially GED students

7. Special notes: Student uses arrow key to move to word whose first letter needs capitalization. Student then types in capitalization which appears in proper place. Warning: student is told to use black arrow key only. It faces left although student invariably will be moving it in an opposite direction.

1. File name: caps ecs: 4477
   Descriptive title: Capitalization of Names and Titles

2. Author: Elise Gorun

3. Objective: To teach the student the basic rules of capitalization as applied to names and titles.

4. Description: Capitalization rules on names and titles are presented. Six practice sentences are provided followed by a ten sentence quiz. Student must type in corrections needed.

5. Student Time: 15 minutes

6. Grade level and subject area: Basic or remedial English students

7. Special notes:

1. File name: caps2 ecs: 2412
   Descriptive title: Capitalization II

2. Author: Elise Gorun

3. Objective: To introduce the student to rules of capitalizing geographic sections, directions, and addresses

4. Description: The exercises given after the instruction allow the student to practice his knowledge of the rules. There is a ten question test at the end of the lesson.

5. Student time: 20 minutes

6. Grade level and subject area: Basic English students

7. Special notes:

1. File name; caps3 ecs: 2516
   Descriptive title: Capitalization III

2. Author: Elise Gorun

3. Objective: To familiarize the student with the capitalization rules for time, events, organizations, and subjects.

4. Description: The lesson includes explanation, practice exercises, a final review, and a 14 sentence test to cover the above-stated topics.

5. Student time: 20 minutes

6. Grade level: Basic English students

7. Special notes:

1. File name: rhetoric ecs: 2969
   Descriptive title: Assembling Sentences and Paragraphs

2. Author: Joe Vojacek and Mitsuru Yamada

3. Objective: To give the student practice in assembling words into sentences and sentences into a paragraph

4. Description: Two major sections are included. The first is scrambled words which allows the student to rearrange words to form acceptable sentences; the second is scrambled sentences which the student must organize to form paragraphs.

5. Student time: 45 minutes

6. Grade level and subject area: Composition or reading students

7. Special notes: Student has to reset (using LAB key) a paragraph if he gets one sentence in wrong place. Using the letter and number keys takes a little trial and error practice, but they are quite efficient once the student masters them.

1. File name: poem ecs: 3912
   Descriptive title: Verb Quiz and Theme Revision Symbols

2. Author: Joe Vojacek

3. Objective: To quiz the student on past tense and present participle; to familiarize the student with the marks and symbols he will encounter in themes graded by the instructor .

4. Description: Two distinct sections include one on verbs (past tense and present participle) and the second on alphabetical abbreviations and editing symbols.

5. Student time: 40 minutes

6. Grade level and subject area: Composition students at any college level

7. Special notes: If PLATO gives HELP, student must re-do the exercises. When the section on verbs is finished, no instruction is given to the student on how to get to the second part of the lesson. The student is given theme abbreviation symbols, some of which are hard to read, and must type in their full meaning. PLATO gives answer after second incorrect response.

1. File name: lipscomb2 ecs:
   Descriptive title: Topic Sentences

2. Author: Delores Lipscomb

3. Objective: To aid the student in focusing his thoughts while writing and to instruct in the writing of topic sentences

4. Description: Discusses the process for selecting and limiting a topic to write on and includes exercises which have the student actually write topic sentences.

5. Student time: 15 minutes

6. Grade level and subject area: Composition students

7. Special notes:

1. File name: lipscomb1 ecs: 2320
   Descriptive title: Irrelevant Details in Paragraphs

2. Author: Delores Lipscomb

3. Objective: To provide a guideline for the student to follow in order to write paragraphs which are free of irrelevant details

4. Description: The lesson presents sample paragraphs and exercises. The student is asked to recognize only those sentences which are relevant.

5. Student time: 10 minutes

6. Grade level and subject area: Composition students

7. Special notes:

1. File name: pgraph1 ecs: 3081
   Descriptive title: Editing a Paragraph I

2. Author: Robert Bator and Mitsuru Yamada

3. Objective: To improve editing skills of a student in recognizing wordiness, spelling and capitalization errors

4. Description: The student is presented with a choice of four paragraphs and is instructed to edit where necessary. Each paragraph emphasizes a different area.

5. Student time: 60 minutes

6. Grade level and subject area: Composition students

7. Special notes: Student locates error by moving arrow key. If he successfully classifies and corrects the error, the correction appears in the text and the misused word or punctuation is x'd out. A changing counter tells how many errors remain. HELP is available to locate position of errors. The fourth paragraph was written by a student. The author says to concentrate on agreement mistakes and not to worry about the style. Authors may view completely edited paragraph by typing term "tester".

1. File name: pgraph2 ecs: 3398
   Descriptive title: Editing a Paragraph II

2. Author: William Ibbs and Mitsuru Yamada

3. Objective: To introduce student to concept of editing and allow practice in correcting misspellings in a paragraph

4. Description: An explanation of editing is given. The student is presented with a choice of three paragraphs and is instructed to edit where necessary.

5. Student time: 60 minutes

6. Grade level and subject area: Composition students

7. Special notes: Student locates error by moving arrow key. If he successfully classifies and corrects the error, the correction appears in the text and the misused word is x'd out. A changing counter tells the student how many errors remain. Term "tester" is available to authors enabling them to see entire paragraph corrected. HELP is available at all times.

1. File name: pgraph3 ecs: 3907
   Descriptive title: Editing a Paragraph III

2. Author: William Ibbs and Mitsuru Yamada

3. Objective: To give student practice in editing a paragraph by correcting misspelled words, non-capitalized words, and incorrect word forms

4. Description: The student is presented with a choice of five paragraphs and is instructed to edit where necessary.

5. Student time: 80 minutes

6. Grade level and subject area: Composition students

7. Special notes: Student locates error by moving arrow key. If he successfully classifies and corrects the error, the correction appears in the text and the misused word is x'd out. A changing counter tells the student how many errors remain. HELP is available at all times. If two words next to each other need to be corrected, the student must correct each one separately. If PLATO gives HELP, student must re-do the exercises. All paragraphs deal with the Islamic religion. Authors are given special options, such as viewing the edited versions of the paragraphs.

1. File name: pgraph4 ecs: 4561
   Descriptive title: Editing a Paragraph IV

2. Author: Robert Bator and Mitsuru Yamada

3. Objective: To improve student recognition and correction of basic errors in diction and punctuation. Several paragraphs are provided to give practice in correction in context

4. Description: The student is presented with a choice of four paragraphs and is instructed to edit where necessary.

5. Student time: 80 minutes

6. Grade level and subject area: Composition students

7. Special notes: Warning: Some of the examples include student writing. Do not expect great writing from great masters. Many kinds of punctuation problems are covered including quotation marks and underlining. Student locates error by moving arrow key. If she or he successfully classifies and corrects the error, the correction appears in the text and the misused word is x'd out. A changing counter tells the student how many errors remain. (HELP is available at all times. Term "tester" is available to authors enabling them to see entire paragraph corrected. The fifth section provides data on the lesson (number of people who have used the lesson, average scores per lesson).

1. File name: pgraph5 ecs: 4620
   Descriptive title: Editing a Paragraph V

2. Author: Robert Bator and Mitsuru Yamada

3. Objective: To improve student recognition and correction of basic errors in punctuation and in word usage. Several paragraphs provide practice and context in these areas

4. Description: The student is presented with a choice of four paragraphs and is instructed to edit where necessary.

5. Student time: 60 minutes

6. Grade level and subject area: Composition students

7. Special notes: Each paragraph has a different stress: underlining, capitalization, diction, etc. Student works on paragraphs until he finds and corrects all the errors listed. If he gets available help through the HELP key, he is redrilled on those items only. The fifth section provides data on the lesson. Authors are given special options, such as viewing the edited versions of the paragraphs.

1. File name: pgraph6 ecs: 5000
   Descriptive title: Editing a Paragraph VI

2. Author: Joan Sweany and Mitsuru Yamada

3. Objective: To provide student with experience in recognition and correction in editing sentences within a paragraph

4. Description: Three paragraphs, each containing 20 errors (in punctuation and individual words) which student must identify and correct.

5. Student time: 45 minutes

6. Grade level and subject area: Composition students

7. Special notes: DATA provides supplemental information. HELP is available to provide specific location of errors (student must move arrow to line containing error). After three consecutive incorrect responses, PLATO supplies correct answer. Authors are given special options, such as viewing the edited versions of the paragraphs.

1. File name: gedl ecs: 2714
   Descriptive title: Editing a Paragraph VII

2. Author: Errol Magidson and Mitsuru Yamada

3. Objective: To improve student editing skills; to get the student to recognize and correct commonly misused words

4. Description: Student may select from four paragraphs of different subjects.

5. Student time: 90 minutes

6. Grade level and subject area: Composition students, especially basic, remedial, and GED students

7. Special notes: HELP gives the student a directional arrow which points out the misused word. Student uses arrow keys to identify line in paragraph containing error. After classifying the kind of error, he types in a correction which appears in the text with the misused word x'd out. If student makes three mistakes in one line, PLATO gives the answer and the student must re-do the exercises.

1. File name: headline ecs: 2331
   Descriptive title: Proofreading

2. Author: Joan Sweany

3. Objective: To sensitize the student to proofreading and spelling especially through the recognition of misplaced and misused words

4. Description: Four part index covers typos, misplaced modifiers, ambiguous words, puzzling prepositions and a final drill.

5. Student time: 20 minutes

6. Grade level and subject area: Composition students, especially basic or remedial

7. Special notes: All the examples are presented as gag headlines, e.g. "man falls into a comma." Humor permeates this program. HELP supplies correct answer. All exercises in which student received help must be re-done. Sentences appear in corrected form.

1. File name: eng92q ecs: 1500
   Descriptive title: Grammar Index

2. Author: Sally Wallace

3. Objective: Provides an index

4. Description: Index of all grammar lessons for basic students written by Sally Wallace plus two written by Robert Bator, for research papers. All lessons may be accessed directly from index page.

1. File name: eng92 ecs: 2637
   Descriptive title: Parts of Speech

2. Author: Sally Wallace

3. Objective: To give student a short review of parts of speech

4. Description: Thirteen sections cover parts of speech (nouns, pronouns, adjectives, articles, verbs, adverbs, prepositions, conjunctions, exclamations). The lesson ends with a test.

5. Student time: 40 minutes

6. Grade level and subject area: Basic English students

7. Special notes: This is a very basic review. A student is sometimes asked to pick which word of a two word sentence is a subject. It could be used as a quick screening device to see what a student remembers in parts of speech. HELP provides definitions of parts of speech. If a student makes a mistake, he is sent to a review page.

1. File name: eng92j ecs: 2617
   Descriptive title: Test on Grammar and Usage

2. Author: Sally Wallace

3. Objective: To provide a test on grammar and usage

4. Description: Six sections cover nouns verbs, complete and incomplete sentences, why sentences are incomplete, irregular verbs.

5. Student time: 30 minutes

6. Grade level and subject area: Basic composition students

7. Special notes: Student gets his score in percentages on each of six sections.

1. File name: eng92m ecs: 2472
   Descriptive title: Complete Sentence

2. Author: Sally Wallace

3. Objective: To introduce the student to the concept of a complete sentence

4. Description: Five parts include a ten question quiz requiring the student to recognize the difference between a complete and incomplete sentence. Concept of dependent clause is reviewed.

5. Student time: 15 minutes

6. Grade level and subject area: Basic English students

7. Special notes: HELP available throughout lesson. If the student responds incorrectly at any time during the final ten question quiz, he is automatically sent to the help page that contains a review of all the definitions.

1. File name: eng2 ecs: 3304
   Descriptive title: Recognizing Sentences

2. Author: Barbara Gealther

3. Objective: To develop an awareness of the sentence and to promote the writing of complete sentences

4. Description: Exercises involve recognition of complete sentences.

5. Student time: 25 minutes

6. Grade level and subject area: Composition students

7. Special notes:

1. File name: subp ecs: 6929
   Descriptive title: Subjects and Predicates

2. Author: Doris Barr

3. Objective: To give the student practice in recognizing subjects and predicates within sentences

4. Description: Five parts include: subject and predicate recognition; plural subjects; multiple subjects; package subjects; expletives. Exercises and quizzes included.

5. Student time: 50 minutes

6. Grade level and subject area: Basic English students

7. Special notes: Some exercises require student to move arrows to locate subject and predicate. Other exercises require student to type a number associated with the simple subject or simple predicate. Student's weaknesses are categorized at end of lesson.

1. File name: wordstor1 ecs: 4164
   Descriptive title: Subject, Verb, Complement

2. Author: Joan Sweany and Mitsuru Yamada

3. Objective: To have student recognize simple subject, verb, and simple complement

4. Description: Four parts contain ten sentences each. The student must identify specific parts of the sentence.

5. Student time: 45 minutes

6. Grade level and subject area: Basic and regular English students

7. Special notes: HELP available to supply answers. BACK shows list of completed sentences. Pressing NEXT from list of completed work returns student to former position; pressing BACK returns student to index page. At the end of the entire activity, NEXT gives a list of all completed sentences. Final section provides data on the lesson.

1. File name: sval ecs: 6389
   Descriptive title: Subject-Verb Agreement I

2. Author: Errol Magidson

3. Objective: To help the student learn how to apply the rules of subject-verb agreement.

4. Description: Seven part index includes regular verb agreement; irregular verb agreement; subjects joined by "and," "either-or," etc.

5. Student time: 60 minutes

6. Grade level and subject area: Basic students, especially GED

7. Special notes: The student is given the option of taking a pretest at the beginning of the lesson to see if instruction is needed. If more than one out of the twelve items presented is missed, the student gets automatically routed to areas of remediation. The lesson involved a great deal of branching; student can access "sva2."

1. File name: sva2 ecs: 3737
   Descriptive title: Subject-Verb Agreement II

2. Author: Errol Magidson

3. Objective: To help student learn how to apply the rules of subject-verb agreement

4. Description: Index includes agreement problems with collective nouns, with subjects following here or there, etc. An optional short quiz is presented first for general screening purposes. A percentage score of correct items is given with suggested areas needed to be studied by the student.

5. Student time: 45 minutes

6. Grade level and subject area: Basic, especially GED students

7. Special notes: Student is quizzed on individual sections. If he does not get a specified number correct on each individual quiz, he is automatically sent to specified sections. A pretest is provided for assessing areas of strengths and weaknesses. The results of the test are provided, with percentage scores in each category; the student gets automatically routed to areas of remediation. unless he chooses to select his own areas of instruction via the main lesson index.

1. File name: eng92p ees: 1500
   Descriptive title: Pronoun-Verb Agreement

2. Author: Sally Wallace and James Kraatz

3. Objective: To give the student practice in pronoun-verb agreement

4. Description: Fifteen sentences are presented to the student. For each sentence, if the pronoun and verb do not agree, the student is to type in one correction; the corrected sentence then appears.

5. Student time: 10 minutes

6. Grade level and subject area: Basic, remedial, and regular English students

7. Special notes: Exercises on the verb "to be."

1. File name: lipscomb5 ecs: 2870
   Descriptive title: Pronoun Agreement

2. Author: Delores Lipscomb

3. Objective: To introduce the student to the agreement between pronouns and their antecedents

4. Description: A review of the pronoun is followed by an explanation on pronoun agreement. Exercises, including indefinite pronouns, give the student practice in identifying singular and plural pronouns.

5. Student time: 15 minutes

6. Grade level and subject area: Composition students

7. Special notes:

1. File name: eng92d ecs: 3637
   Descriptive title: Pronouns

2. Author: Sally Wallace

3. Objective: To provide explanations and drills to familiarize the student with pronouns

4. Description: Includes a 16 part index. One quiz requires the student to identify pronouns within sentences as either subjects or objects. If one is missed, the student is sent automatically to review page. Another quiz presents a single word and asks the student to identify it as either a possessive or a contraction.

5. Student time: 30 minutes

6. Grade level and subject area: Basic English students

7. Special notes:

1. File name: pronouns ecs: 8307
   Descriptive title: Possessive and Subjective Pronouns

2. Author: Doris Barr

3. Objective: To give the student practice in recognizing possessive, objective and subjective pronouns

4. Description: Four parts each with a quiz include: subject pronouns; object pronouns; noun-pronoun matching; either-neither.

5. Student time: 40 - 45 minutes

6. Grade level and subject area: Basic English students

7. Special notes: Objective pronoun section includes HELP to review transitive and intransitive verbs. In most quizzes, student responds by typing in correct pronoun form. A percentage score is given at the end of the test. If the student's score is low, he will automatically be sent back to review.

   TOUCH PANEL option for tests.

1. File name: eng92b ecs: 4201
   Descriptive title: Verbs, Basic

2. Author: Sally Wallace

3. Objective: To give student an introduction to verbs

4. Description: Ten parts are covered including person and number of verb, examples of past, future and present perfect tenses. A test on tenses ends the lesson.

5. Student time: 30 minutes

6. Grade level and subject area: Basic English students

7. Special notes: A final test covers all of the major sections of the program.

1. File name: tense ecs: 4217
   Descriptive title: Verb Tense I

2. Author: Doris Barr

3. Objective: To give student aid in recognizing additional verb tenses

4. Description: The four tenses covered are past perfect, past progressive, future perfect, and future progressive.

5. Student time: 60 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: Nice visuals include a "tense hopper" which moves from past to past perfect. The student is warned in program that though the tense hopper moves forward from left to right, he is hopping "backward in time."

1. File name: intverb ecs: 7492
   Descriptive title: Verb Tense II

2. Author: Doris Barr

3. Objective: To improve student's recognition of verb tenses

4. Description: Index includes advanced verb tenses and subjunctives. Verbs are divided into regular, irregular, auxillary or helper.

5. Student time: 60 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: Index to this lesson seems to cover subjects, objects, types of sentences and modifiers as well as verbs. Score is given at end of lesson. A "verb clock" is used to explain tenses.

1. File name: subjunct ecs: 4748
   Descriptive title: Subjunctive

2. Author: Doris Barr

3. Objective: To introduce the student to the subjunctive mood

4. Description: Two basic sections: present and past (each is further subdivided).

5. Student time: 40 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: Help sequences are provided regularly. Answers provided in quizzes if student is stumped.

1. File name: eng92o ecs: 1852
   Descriptive title: Passive Verbs

2. Author: Sally Wallace

3. Objective: To provide the student with an introduction to passive verbs

4. Description: Eight parts include a discussion of the weak passive and how to convert the passive to the active.

5. Student time: 30 minutes

6. Grade level and subject area: Basic composition students

7. Special notes: A very careful explanation shows the student how to convert a passive sentence to an active one. The student should be warned in this section that the program expects only one word answers, not a phrase, e.g. "kissed" not "kissed by Kojak."

1. File name: eng92f ecs: 3547
   Descriptive title: Irregular Verbs I

2. Author: Sally Wallace

3. Objective: To give the student practice in irregular verbs

4. Description: Sixteen parts include the verbs "to be" and "to have" plus a review of present perfect tense and irregular verbs like "burst," "shrink," etc. A test ends the lesson.

5. Student time: 30 minutes

6. Grade level and subject area: Basic composition students

7. Special notes: If a student misses some items he is automatically given a special review sequence. A list of common irregular verbs is provided.

1. File name: iregl ecs: 7043
   Descriptive title: Irregular Verbs II

2. Author: Doris Barr

3. Objective: To have the student recognize the principal parts of irregular verbs

4. Description: Forty-three irregular verbs are presented. The student must correct verb form in the context of the sentences provided.

5. Student time: 40 minutes

6. Grade level and subject area: Basic English students

7. Special notes: Five sentences are generated for each of the 43 irregular verbs. If a student does not type all five verb forms correctly, he is automatically sent back to the review page for that particular verb. He then must re-do all five sentences correctly. Term "list" allow selection of another verb to study, bypassing the HELP page.

1. File name: ireg2 ecs: 5536
   Descriptive title: Irregular Verbs III

2. Author: Doris Barr

3. Objective: To have student recognize the principal parts of irregular verbs

4. Description: Thirty-eight irregular verbs are presented. The student must correct verb form in the context of the sentences provided.

5. Student time: 40 minutes

6. Grade level and subject area: Basic English students

7. Special notes: Five sentences are generated for each of the 38 irregular verbs. If a student does not type all five verb forms correctly, he is automatically sent back to the review page for that particular verb. He then must re-do all five sentences correctly. Correct answer appears after the third incorrect response. Term "list" allows selection of another verb to study, bypassing the HELP page.

1. File name: ireg3 ecs: 5308
   Descriptive title: Irregular Verbs IV

2. Author: Doris Barr

3. Objective: To have student recognize the principal parts of irregular verbs

4. Description: Forty - two irregular verbs are presented. The student must correct verb form in the context of the sentences provided.

5. Student time: 40 minutes

6. Grade level and subject area: Basic English students

7. Special notes: Five sentences are generated for each of the 26 irregular verbs. If a student does not type all five verb forms correctly, he is automatically sent back to the review page for that particular verb. He then must re-do all five sentences correctly. TERM-list allows selection of another verb to study, bypassing the HELP page.

1. File name: eng92g ecs: 4459
   Descriptive title: Irregular Verbs V

2. Author: Sally Wallace

3. Objective: To give the student practice with irregular verbs

4. Description: Eleven parts, including an explanation of transitive and intransitive verbs, plus exercises involving the use of the irregular verbs lie-lay/rise-raise/sit-set.

5. Student time: 30 minutes

6. Grade level and subject area: Basic composition students

7. Special notes: Each pair of verbs is drilled in exercises in which the student chooses from answers in parentheses.

1. File name: eng921 ecs: 1780
   Descriptive title: Copulative Verbs

2. Author: Sally Wallace

3. Objective: To give the student an introduction to copulative verbs

4. Description: Examples of copulative verbs serving as a bridge between subjects and information about the subject. Seven practice sentences in which student must correctly identify the verb as copulative or active.

5. Student time: 10 minutes

6. Grade level and subject area: Basic English students

7. Special notes: Four final sentences provide student with review of the rule that copulative verbs are not modified by anything. The student must type in correct form of adverb.

1. File name: wordstor2 ecs: 4940
   Descriptive title: Verbs and Verb Phrases

2. Author: Joan Sweany and Mitsuru Yamada

3. Objective: To have the student recognize verbs and verb phrases within a sentence

4. Description: Seven activities each contain fifteen sentences. The student must identify and type the main verb (or verb phrase), move the arrow to locate the synonymous verb from list of ten, and type the correct form of this synonymous verb (allowing it to fit in the sentence). The revised sentence then appears.

5. Student time: 60 minutes

6. Grade level and subject area: Basic and regular English students

7. Special notes: HELP is available to supply answers. BACK shows list of completed sentences. Pressing NEXT from list of completed work returns the student to former position; pressing BACK returns the student to index page. At the end of the entire activity, NEXT gives a list of all completed sentences. The last activity uses translations of haiku poems written by Santoka Taneda. A percentage score is given after each activity. Final section provides data on the lesson.

1. File name: pph ecs: 4811
   Descriptive title: Prepositional Phrases

2. Author: Doris Barr

3. Objective: To have student recognize prepositional phrases in complete sentences.

4. Description: Three parts include: prepositional phrase identification; phrase fragment repair; misplaced phrases. Exercises and quizzes included.

5. Student time: 35 - 40 minutes

6. Grade level and subject area: Basic English students

7. Special notes: Student interaction varies from simply typing "ok" if a sentence is correct to re-typing the entire sentence in its corrected form. Certain exercises require recognition and typing of complete prepositional phrases.

1. File name: eng92n ecs: 3148
   Descriptive title: Dangling Participles and Misplaced Modifiers

2. Author: Sally Wallace

3. Objective: To give the student experience in recognition and correction of dangling participles and some misplaced modifiers

4. Description: Ten parts include introduction to participles, exercises on dangling participles, the punctuation of introductory participial phrases, plus a final test.

5. Student time: 60 minutes

6. Grade level and subject area: Composition students

7. Special notes: Examples are corrected automatically if student is able to spot the kind of error committed in a sentence. Sentences are randomly generated. The student might get the same sentence twice. Incorrect answer on test questions automatically sends student to HELP.page.

1. File name: infit ecs: 6I91
   Descriptive title: Infinitives

2. Author: Doris Barr

3. Objective: To introduce student to the infinitive and its uses

4. Description: Four parts include the infinitive as: a form of the verb; a subject; an object; a run-on (showing repair). Exercises and quizzes included.

5. Student time: 35 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: Student interaction varied.

1. File name: ger ecs: 7672
   Descriptive title: Gerunds

2. Author: Doris Barr

3. Objective: To provide the student with an explanation of gerunds

4. Description: Thirteen parts include gerunds as subjects, past gerund phrases, gerunds as objects, gerund fragment/run-on repair and possession of the gerund.

5. Student time: 60 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: Premature NEXT sometimes triggers wrong answer on next frame. The student is given the option of reviewing before taking a quiz.

1. File name: eng92k ecs: 2871
   Descriptive title: Double Negatives

2. Author: Sally Wallace and James Kraatz

3. Objective: To give the student an introduction to double negatives

4. Description: Thirteen sections, one of which is a refresher page on clauses. Examples of sentences containing negative subjects, verbs, objects and adverbs. Explanation of negative properties in the words "hardly," "scarcely," "barely," and "help but."

5. Student time: 15 minutes.

6. Grade level and subject area: Basic English students

7. Special notes: A final 16 question quiz covers the rule of having only the major component of a clause negative. Six practice sentences are presented before the quiz.

1. File name: do ecs: 6240
   Descriptive title: Direct and Indirect Objects

2. Author: Doris Barr

3. Objective: To provide the student with an explanation of direct and indirect objects

4. Description: The lesson includes 13 sections, some dealing with the various uses of direct and indirect objects and some quizzing the student on application of these uses.

5. Student time: 60 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: Excellent graphics enable student to literally shoot an arrow into the direct object. Warning: a great deal of typing is expected of student in sections where entire noun clauses must be copied by the student without the aid of the copy key.

1. File name: whowhom ecs: 2407
   Descriptive title: Who and Whom

2. Author: Pierre Long

3. Objective: To give the student heightened awareness of who/whom distinction

4. Description: Explanation and quiz are provided. Twenty-six (two parts each) items are provided in the quiz.

5. Student time: 60 minutes

6. Grade level and subject area: Composition students

7. Special notes: A very formal approach. No student response needed except for NEXT in explanatory part of lesson. Includes defense of proper, formal English. Much terminology undefined, e.g., predicate nominative. A chart at the end gives acrrued scores and percentages.

1. File name: ncl ecs: 5978
   Descriptive title: Noun Clauses

2. Author: Doris Barr

3. Objective: To recognize noun clauses as subjects and objects.

4. Description: Two parts include practice in identifying noun clauses as objects and noun clauses as subjects. One test includes student's ability to recognize a complete sentence. A second test requires student to select the correct punctuation to repair a noun clause run-on.

5. Student time: 60 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: The second test requires student to type the number associated with the correct location of needed punctuation.

1. File name: adjc ecs: 8014
   Descriptive title: Adjective Clauses

2. Author: Doris Barr

3. Objective: To introduce student to adjective clauses

4. Description: Four parts include: recognition of adjective clauses; when to use who/whom/which/that; how to punctuate an adjective clause; placement of adjective clause within a sentence. Examples and quizzes are given.

5. Student time: 50 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: HELP sends student to a review of who/whom.

1. File name: advc ecs: 6476
   Descriptive title: Adverbial Clauses

2. Author: Doris Barr

3. Objective: To have student recognize adverbial clauses in complex sentences

4. Description: Three parts include: recognition; correction; and punctuation of adverbial clause fragments. Exercises and quizzes included.

5. Student time: 25 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: The lesson begins with a review of the definition of an adverb.

1. File Name: blackbox ecs: 2089
   Descriptive title: Poetry Analysis

2. Author: Pauline Jordan

3. Objective: To present the student with an analysis of e. e. cummings' "portrait"

4. Description: Poetry lesson plus an optional second part on TUTOR judging commands. The latter is for teachers interested in the programming aspects of the lesson.

5. Student Time: 45 minutes.

6. Grade level and subject area: Literature students, especially poetry.

7. Special Notes: Students are asked interpretation-type questions about the poem. Alternate answers are accepted. Student often asked for his or her interpretation of a given phrase or line. Part II for teachers shows how variable answers are checked.

1. File Name: poetry ecs: 3204
   Descriptive title: Poetry Composition

2. Author: Joe Vojacek

3. Objective: To allow the student to form his own collective concept of the poetic. To permit the student to define poetry composed of words randomly selected

4. Description: Two sections: kinetic and concrete.

5. Student Time: 15-20 minutes.

6. Grade level and subject area: Literature courses, especially poetry.

7. Special notes: A very inductive approach is used. A special feature is that the student is able to store any poem he generates. Student must use arrow keys. A limited vocabulary is stored for the generation of the poems.

1. File name: rime ecs: 4342
   Descriptive title: Rhyme

2. Author: Joe Vojacek

3. Objective: To give the student practice in recognizing and understanding what makes full, part, and symbolic rhyme

4. Description: In full and part rhyme, the student learns by creating rhyme himself; in symbolic rhyme, he learns through abstract analysis.

5. Student time: 60 minutes

6. Grade level and subject area: Any course in which the recognition of rhyme would be important, e.g., most literature courses, especially poetry

7. Special notes: Special instructions allow the teacher to adjust the quiz sections for the number correct a student must get in each section. Otherwise, it is automatically set so that a student must get two full rhyme and three part rhyme answers correct plus four problems in symbolic rhyme. Caution: the vocabulary is restricted so that a student has to use a three letter word rhyme. Real words are usually expected as opposed to nonsense words. The symbolic rhyme section is very inductive. A teacher may have to explain what is happening for those students who do not catch on to what they are doing in this very graphic section.

1. File name: eldp ecs: 4771
   Descriptive title: Punctuation Diagnostic Test

2. Author: Errol Magidson and Jim Kraatz

3. Objective: To provide a diagnostic instrument in punctuation

4. Description: Twenty-eight categories represented in 40 items include such punctuation marks as periods, exclamations, and hyphens.

5. Student time: 40 minutes

6. Grade level and subject area: Basic students, especially GED students

7. Special notes: Student provides missing punctuation in sample sentences or indicates which sentences need no punctuation additions. The arrow key takes practice to use efficiently.

1. File name: eng92c ecs: 3570
   Descriptive title: Commas and Periods

2. Author: Sally Wallace

3. Objective: To introduce the student to commas and periods.

4. Description: Nine parts include use of commas in a series and review of dependent clause. The lesson ends with a test.

5. Student time: 30 minutes

6. Grade level and subject area: Basic English students

7. Special notes: Student needs to do little typing here because he/she picks correct answer by number, not by typing in whole construction.

punct.3

1. File name: eng92e ecs: 3714
Descriptive title: Commas and Semicolons

2. Author: Sally Wallace

3. Objective: To give the student more understanding of and practice with semicolons and commas

4. Description: Eleven parts include: a discussion of comma splice; semicolons in series; commas in apposition; quizzes and drills of same.

5. Student time: 30 minutes

6. Grade level and subject area: Basic composition students

7. Special notes:

1. File name: cain01 ecs: 3943
   Descriptive title: Commas with Nonrestrictives I

2. Author: Betty Cain and Jim Williamson

3. Objective: To illustrate the use of the comma in nonrestrictive elements

4. Description: The five-part lesson includes sections on two basic comma rules, recognizing nonrestrictive elements, and making decisions on comma usage. Examples and exercises accompany each section.

5. Student time: 20 minutes

6. Grade level and subject area: Composition students

7. Special notes: Nice graphics included.

1. File name: cain02 ecs: 4961
   Descriptive title: Commas with Nonrestrictives II

2. Author: Betty Cain and Jim Williamson

3. Objective: To illustrate the proper use of commas with restrictive and nonrestrictive elements

4. Description: Explanations and exercises are presented on comma usage in restrictive and nonrestrictive elements. The final section asks for student's opinion on using commas in seven "open-ended" sentences.

5. Student time: 20 minutes

6. Grade level and subject area: Composition students

7. Special notes:

1. File name: smcol ecs: 7375
   Descriptive title: Semicolons I

2. Author: Doris Barr

3. Objective: To introduce student to the basic rules of the semicolon.

4. Description: Three parts include semicolon with five types of subjects, subject-verb sets, identification. Each part contains exercises and a quiz.

5. Student time: 45 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: In Part 1, students needing background information are referred to other Doris Barr lessons. Student types the number associated with the location of needed punctuation.

1. File name: smco2 ecs: 5456
   Descriptive title: Semicolons II

2. Author: Doris Barr

3. Objective: To introduce student to the use of semicolons with adverbs

4. Description: Exercises and quizzes with emphasis on using semicolons with the adverbs: nevertheless; consequently; subsequently; thus; however; therefore.

5. Student time: 30 minutes

6. Grade level and subject area: Regular English students

7. Special notes: The student types the number associated with the location of needed punctuation.

1. File name: smco3 ecs: 4046
   Descriptive title: Semicolons III

2. Author: Doris Barr

3. Objective: To introduce student to placement and punctuation of adverbs in sentences

4. Description: Includes adverbs at the beginning, middle and end of sentences. Quizzes for each part plus a final test covering all three sections.

5. Student time: 15 - 20 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: The student types the number associated with the location of needed punctuation.

1. File name: quote1 ecs: 3795
   Descriptive title: Quotations I

2. Author: Doris Barr

3. Objective: To introduce student to the use of quotation marks

4. Description: Includes an explanation of quotation marks with an emphasis on quotations at the end of sentences.

5. Student time: 25 - 30 minutes

6. Grade level and subject area: Regular composition students

7. Special notes:

1. File name: quote2 ecs: 3357
   Descriptive title: Quotations II

2. Author: Doris Barr

3. Objective: To introduce student to the use of quotations at the beginning of sentences

4. Description: Includes a short lesson with a review followed by a quiz and a 10-sentence lesson test.

5. Student time: 15 minutes

6. Grade level and subject area: Regular composition students

1. File name: quote3 ecs: 4008
   Descriptive title: Quotations III

2. Author: Doris Barr

3. Objective: To introduce student to the use of quotations at end of sentences.

4. Description: Includes examples and quizzes.

5. Student time: 30 minutes

6. Grade level and subject area: Regular composition students

7. Special notes: Includes a brief review of major points from the previous two quote lessons (quote1, quote2). Student's weaknesses are categorized at end of test.

1. File name: thompson2 ecs: 3791
   Descriptive title: Quotations with Changing Speakers

2. Author: Marguerite Thompson

3. Objective: To give the student instruction in using quotations of more than one sentence and in quotations with changing speakers

4. Description: Explanations and examples are provided to illustrate the proper use of quotation marks in situations where the speaker says more than one sentence. The lesson relies heavily on the student's ability to move the arrow key accurately in order to enter the correct punctuation.

5. Student time: 30 minutes

6. Grade level and subject area: Composition students

7. Special notes:

1. File name: thompson1 ecs: 2557
   Descriptive title: Direct Quotations I

2. Author: Marguerite Thompson

3. Objective: To give the student an introduction to simple and interrupted quotations

4. Description: Examples and explanations are provided to introduce the student to simple and interrupted quotations. The lesson relies heavily on the student's ability to have a soft touch with moving the arrow key to appropriate location for punctuation insertion.

5. Student time: 15 minutes

6. Grade level and subject area: Composition students

7. Special notes: Blinking tends to slow down the instruction in the lesson.

1. File name: lipscomb4 ecs: 3230
   Descriptive title: Direct Quotations II

2. Author: Delores Lipscomb

3. Objective: To instruct the student in the proper use of quotation marks with direct quotations

4. Description: Explanation followed by exercises and review allow the student to practice what he is learning.

5. Student time: 15 minutes

6. Grade level and subject area: Composition students

7. Special notes:

1. File name: thompson3 ecs: 2986
   Descriptive title: Direct and Indirect Quotations

2. Author: Marguerite Thompson

3. Objective: To provide an explanation of direct and indirect quotations

4. Description: An explanation of direct and indirect quotations is accompanied by ten exercises. The majority of the lesson is script.

5. Student time: 15 minutes

6. Grade level and subject area: Composition students

7. Special notes:

1. File name: bib ecs: 4298
   Descriptive title: Bibliography

2. Author: Robert Bator

3. Objective: To familiarize and give the student practice with bibliographic form

4. Description: Six parts include basic bibliographic form plus a sample of annotated bibliography and some suggestions regarding some basic library reference works.

5. Student time: 60 minutes

6. Grade level and subject area: Any English or humanities course for which a term paper is required.

7. Special notes:

1. File name: diction ecs: 5485
   Descriptive title: Dictionary

2. Author: Robert Bator

3. Objective: To familiarize and give student practice with use of the dictionary

4. Description: Eight sections include: list of recommended dictionaries, list of common dictionary abbreviations; syllabication and stress drill*; etymology hunt*; pronunciation drill*; sample entry words; usage levels; list of specialized dictionaries.

5. Student time: 40 minutes

6. Grade level and subject area: Basic English students or anyone interested in becoming familiar with a dictionary.

7. Special notes: When student finishes one section he is automatically returned to index page.

*requires a dictionary

1. File name: footnotes ecs: 682I
   Descriptive title: Footnotes I

2. Author: Robert Bator

3. Objective: To familiarize and give student practice with footnotes

4. Description: Two major parts include: basic footnote form of books, periodicals, encyclopedias, interviews, and newspapers; and complicated footnote forms.

5. Student time: 60 minutes

6. Grade level and subject area: For any course in humanities or English for which a term paper is required

7. Special notes: HELP sequences provide mnemonic help in getting student to remember order for basic footnote forms. Difficult forms are listed in an optional list; the student sees only those he wishes.

1. File name: footnotes1 ecs: 2979
   Descriptive title: Footnotes in Term Paper

2. Author: Robert Bator

3. Objective: To present a piece of student writing to serve as an example of correct footnote usage

4. Description: The term paper, "Abortion Should Be Legalized," utilizes many of the footnote forms discussed in the lesson, "footnotes." A thesis statement and an outline are included.

5. Student time: 35 minutes

6. Grade level and subject area: Composition students

7. Special notes: The author includes bracketed comments at the bottom of each page to further explain where necessary.

1. File name: elds ecs: 4656
   Descriptive title: Spelling Diagnostic Test

2. Author: Errol Magidson and Jim Kraatz

3. Objective: To provide a diagnostic test in spelling

4. Description: Thirty-eight items from 27 categories cover the basic spelling rules.

5. Student time: 40 minutes

6. Grade level and subject area: Basic, especially GED students

7. Special notes: Student has option either to identify misspelled words only or to identify and try to
spelled words. Warning: words are not given in context so that "hostel" which is correct may look like a misspelling for "hostile."

1. File name: eng92a ecs: 4144
   Descriptive title: Possessives

2. Author: Sally Wallace

3. Objective: To give the student practice with singulars, plurals, and possessives

4. Description: Thirteen parts include introduction to possessives, formation of plural possessives and unusual plurals like oxen and geese.

5. Student time: 30 minutes.

6. Grade level and subject area: Basic English students

7. Special notes: A final test covers all of the sections covered in the program.

1. File name: engla ecs: 2752
   Descriptive title: Possessive Forms of Nouns

2. Author: Barbara Geaither

3. Objective: To give the student practice in forming the possessive of singular and plural nouns

4. Description: The lesson presents explanations, examples, and practice exercises in possessive formations. The final comprehensive exercise involves a fill-in chart containing four distinct areas (singular, singular possessive, plural, and plural possessive). In order to complete this activity, the student must answer fifty sets correctly.

5. Student time: 30 - 60 minutes

6. Grade level and subject area: Composition students

7. Special notes: When filling in the noun forms in the chart, spelling must be accurate for each word -- the student can not return to previous word for correction once he begins typing the next.

1. File name: spell ecs: 2327
   Descriptive title: Spelling Drill

2. Author: Errol Magidson and Mitsuru Yamada

3. Objective: To improve student's spelling through drill

4. Description: Seven lists are provided; each list represents a different spelling rule (ie rules, doubling final consonants, etc.).

5. Student time: 90 minutes

6. Grade level and subject area: Students with spelling problems

7. Special notes: Students are asked to correctly spell a misspelled word or to pick a misspelled word from a list and correctly spell it. HELP provides the answer, not the rule. Rules are explained first with some exceptions noted. Warning: the misspellings are rather creative. Some students will spot a misspelling like "conceet" but not know whether the correction is "concede" or "conceit."

1. File name: spl ecs: 5061
   Descriptive title: Spelling Corrections

2. Author: Richard Prince and Mitsuru Yamada

3. Objective: To get the student to recognize and correct commonly misspelled words

4. Description: One hundred fifty commonly misspelled words are presented.

5. Student time: 120 minutes

6. Grade level and subject area: Students with spelling problems

7. Special notes: All words are seen singly and misspelled. Context is provided. HELP gives the student correct spelling. A record of words misspelled is provided and the student must repeat those in which he received help. The final section provides data on the lesson.

1. File name: soundl ecs: 2215
   Descriptive title: Spelling "c" Words

2. Author: Joan Sweany

3. Objective: To introduce student to the relationship of sound to spelling in "c" words

4. Description: Student must recognize the "c" sound of words with vowels following the "c" and with consonants following the "c." Practice is also given in three distinct sounds of "ch" words. Words are generated in correctly spelled form asking the student to match the correct pronunciation of each.

5. Student time: 25 minutes

6. Grade level and subject area: Basic English students

7. Special notes: The student is returned to the index upon completion of each section.

1. File name: sound2 ecs: 1959
   Descriptive title: Consonant Symbols

2. Author: Joan Sweany

3. Objective: To acquaint the student with the consonant symbols used in the dictionary pronunciation guide

4. Description: The lesson provides explanation and drill in recognizing the sound/symbol relationships of consonants. The student is given the dictionary phonetic representation of words and must type the correct spelling of each; pronunciations are given and the student must match each with the correctly spelled word.

5. Student time: 30 minutes

6. Grade level and subject area: First year college English students

7. Special notes: Variant pronunciations of alphabet letter "g" and variant spellings of the "f" sound are used to introduce contrasting idea of truly phonetic representation as used in the pronunciation guide.

1. File name: sound3 ecs: 2733
   Descriptive title: Syllabication and Accenting

2. Author: Joan Sweany

3. Objective: To acquaint the student with syllable division, accentuation, and vowel symbols used in the dictionary pronunciation guide

4. Description: The lesson first defines syllables and explains accents. Then it introduces the symbols for twenty vowel and dipthong sounds and gives exercises to familiarize students with them.

5. Student time: 35 minutes

6. Grade level and subject area: First year college English students

7. Special notes: The vowel symbols presented are taken from The American Heritage Dictionary. HELP in the quiz at the end of the lesson provides a review list of the twenty phonetic symbols.

1. File name: engl ecs: 2665
   Descriptive name: Plural Nouns

2. Author: Barbara Geaither

3. Objective: To improve student's spelling through presentation of rules and exercises

4. Description: Explanation, examples, and exercises on spelling rules covering "s," "es," "vowel-y," "consonant-y," "en" or vowel changing plurals, "ves," "fs," "os," "oes," hyphenated words. There are two review exercises. In the first exercise, the student is given the singular form of the noun and must type its plural (fifty words). In the second exercise, the words are used in context and the student must get twenty plural formations correct.

5. Student time: 60 minutes

6. Grade level and subject area: Basic English students

7. Special notes:

1. File name: eldu ecs:: 5671
   Descriptive title: Usage Diagnostic Test

2. Author: Errol Magidson and Jim Kraatz

3. Objective: To provide a diagnostic test in usage and sentence structure

4. Description: Sixty-eight items cover 56 categories.

5. Student time: 45 minutes

6. Grade level and subject area: Basic, especially GED students

7. Special notes: Warning: student asked to indicate if sentence is "all right" without definition of that phrase. Students should know that the test seeks whether he can recognize a complete sentence.

1. File name: usage ecs: 1936
   Descriptive title: Correct Usage

2. Author: Joe Vojacek

3. Objective: To have the student recognize and correct misused words of the type found in usage or diction sections of handbooks

4. Description: Six sets of exercises are provided. Student spots the word misused in a sentence and types in the correction, e.g., he types "an" before "hour" to replace the word "a."

5. Student time: 60 minutes

6. Grade level and subject area: GED, basic, remedial, standard composition student

7. Special notes: The author recommends that a student use a dictionary to aid him in doing this lesson. HELP sequences give a student a clue as to which word in a sentence needs correction. The second mistake a student makes on an individual word provides him with the answer.

1. File name: eng92i ecs: 4698
   Descriptive title: Commonly Misused Words

2. Author: Sally Wallace

3. Objective: To drill the student on using commonly confused or misused words

4. Description: 17 parts including such phrases as "and, etc.," "reason is because" and "irregardless." The lesson ends with a test.

5. Student time: 30 minutes

6. Grade level and subject area: Basic composition students

7. Special notes: The program opens with a letter containing many misused words. The final frames show this letter in its corrected form.

1. File name: eng4 ecs: 2742
   Descriptive title: Troublesome Homonyms

2. Author: Barbara Geaither

3. Objective: To provide student with explanation and practice in understanding troublesome homonyms

4. Description: Four sets of homonyms (its/it's; their/there/they're; your/you're; to/too/two) are presented, each with explanation, examples, practice sentences, and exercises. A final test covers all four homonym sets.

5. Student time: 35 minutes

6. Grade level and subject area: Basic English students

7. Special notes: The lesson ends with a "homonym puzzle." Clues are provided to help the student insert correct homonym in answer blanks. An effective diversion allowing the student to apply knowledge from the instructional portion of the lesson. (This is the same as the lesson "eng4a.")

1. File name: eng4a ecs: 2608
   Descriptive title: Homonym Puzzle

2. Author: Barbara Geaither

3. Objective: To review homonyms through the use of a crossword puzzle

4. Description: Crossword puzzle provides a fun approach for reviewing there/their/they're; your/you're; its/it's; and to/too/two.

5. Student time: 20 minutes

6. Grade level and subject area: Basic or regular English students

7. Special notes: Instructions are provided.

1. File name: lipscomb3 ecs: 2383
   Descriptive title: Word Confusions I

2. Author: Delores Lipscomb

3. Objective: To provide the student with information on the usage and spelling differences of several groups of words

4. Description: Explanation and exercises are presented from which the student must learn how to avoid making simple errors resulting from word confusion.

5. Student time: 5 - 10 minutes

6. Grade level and subject area: Basic English students

7. Special notes:

1. File name: lipscomb6 ecs: 2391
   Descriptive title: Word Confusions II

2. Author: Delores Lipscomb

3. Objective: To provide the student with information on the usage and spelling differences of several groups of words.

4. Description: Confusing words covered in this lesson are: all ready/already; all right/alright; and all together/altogether. Introductory exercises and a closing exam supply practice for the student's usage of the listed words.

5. Student time: 15 minutes

6. Grade level and subject area: Basic English students

7. Special notes:

1. File names: voc1 (prefixes) ecs: 3521 - 4572
voc2 (suffixes
voc3 (Latin noun roots)
voc4 (Latin nouns
voc5 (Latin nouns)
voc6 (Latin nouns and adjectives)
voc7 (Latin adjectives)
voc8 (Latin adjectives and verbs)
voc9 (Latin verbs)
voc10 (Latin verbs)
voc11 (Latin verbs)
voc12 (Latin verbs)
voc13 (Latin verbs)
voc14 (English words based on Greek roots)
Descriptive titles: Vocabulary 1 - 14

2. Author: Richard Scanlan

3. Objective: To familiarize student with Latin and Greek roots to aid in vocabulary building

4. Description: Each lesson contains sections "a - f." Sections "a - d" have two sets of 12-item exercises, each set preceded by a list of 12 Latin (or Greek) roots, the meaning of each root, and a derivative of each root. After the student carefully studies the list, he begins the first series of 12-item exercises. (Each series involves a single format.) Once he accurately completes all 12 items he is presented with the second list of roots/meanings/derivatives. He then proceeds to their set of 12-item exercises.

The format of questioning involves the following:

1. given 12 sentences with a derivative used in context--student selects the correct definition from four multiple choices.
2. given 12 sentences with a derivative used in context--from four given choices student selects the word with the opposite definition.
3. given 12 roots--student types either a noun, a verb, or an adjective derivative (specified in each set of exercises).
4. given 12 derivatives--student must type the appropriate root that forms the base of the word.
5. given 12 roots--student selects one derivative out of four multiple choices which is not a true derivative.
6. student matches 12 derivatives with 12 synonyms from a list provided.
7. student matches 12 derivatives with 12 antonyms from a list provided.

Section "e" is a "self-test" consisting of either 40 or 45 questions (using the same format used in the exercises). Section "f" allows the student to re-enter the current lesson or to progress to the succeeding lesson in the voc series.

5. Student time: Each lesson takes approximately 40 minutes.

6. Grade level and subject area: Average or above average (English) students; may be used by anyone interested in improving or enriching his vocabulary.

7. Special notes: In the exercises, HELP returns the student to the list of 12 roots/meanings/derivatives for a review. Student must answer all 12 items in each set successfully. A counter on the bottom of the page records the number of remaining exercises within a set. All questions answered incorrectly are repeated. Student may have to repeat an entire set of exercises. DATA supplies answer. Student may return to the index page. At the end of each "self-test", the student's score appears.

1. File name: voc15 (Latin roots) ecs: 2809 - 3103
voc16 (Latin roots)
voc17 (Latin roots)
voc18 (Latin roots)
voc19 (Latin roots)
voc20 (Latin roots)
voc21 (Latin roots)
voc22 (Latin roots)
voc23 (Latin roots)
Descriptive titles: Vocabulary 15 - 23

2. Author: Richard Scanlan

3. Objective: To familiarize the student with key Latin roots to aid in vocabulary building

4. Description: Contains sections "a - h." (See description for voc series.) Sections "a - g" introduce the student to separate lists of Latin roots, general definitions of these roots, and common derivatives. Each section then has one set of 12-item exercises in which the student must supply information based on the introductory "root list" of that section. Section "h" allows the student to re-enter the current lesson or to progress to the succeeding lesson in the voc series.

5. Student time: 30 minutes

6. Grade level and subject area: Average or above average (English) students; may be used by anyone interested in improving or enriching his vocabulary

7. Special notes: While in the exercises, HELP returns the student to the list of 12 roots/meanings/derivatives for a review. The student must answer all 12 items in each set successfully. A counter on the bottom of the page records the number of remaining exercises within a set. All questions answered incorrectly are repeated. The student may have to repeat an entire set of exercises if he misses too many. DATA supplies the answer. The student may shift term INDEX any time to return to the index page. Total number of errors in entire lesson is given.

misc.1

1. File name: analogy ecs: 1971
   Descriptive title: Analogies

2. Author: Joe Vojacek

3. Objective: To give the student practice in completing analogies and in recognizing logical relationships

4. Description: A whole range of analogies is provided in an index. These include grammatical, synonymous and antynomous analogies.

5. Student time: 90 minutes

6. Grade level and subject area: Any student who needs to understand analogies better

7. Special notes: Analogies are often presented in job qualifying tests. Student reviews, in linear form, the questions he was asked originally in scientific or mathematical form. Some terms are slang a student would have to know, e.g., heroin : horse as _____ is to pot. For additional practice, student is directed to: David R. Turner, 1400 Analogy Questions (New York: Arco Publishing Company, 1973).

1. File name: wordwar ecs: 6527
   Descriptive title: Spelling Game

2. Author: Gary Michael

3. Objective: To involve the student in a challenging, stimulating and fun spelling word game

4. Description: Between three and eleven words, either correctly or incorrectly spelled, are presented to the student at one time. The object is to correct more words than your opponent. If the student types the word correctly before his opponent does, the student is credited with the win (involves skill, speed, and some luck).

5. Student time: Variable

6. Grade level and subject area: Any and all students, especially those with a competitive nature

7. Special note: Wordwar is available in three languages: English, Finnish, and Spanish. HELP gives the rules of the game. LAB presents the "all-time" records of the game. It is possible to play solo.

misc.3

1. File name: hangman ecs: 2586
   Descriptive title: Hangman Game

2. Author: Gary Michael, Michael Berger, David Dennis, and Douglas Jones

3. Objective: To promote the understanding of word structure through a challenging game

4. Description: A fascinating prologue gives the fictitious origin of this game of hangman. The student is obliged to use his knowledge of such things as dipthongs and consonant blends (or, in some cases, a touch of luck) in order to correctly spell six words -- without being told what these words are through the aid of any contextual clues.

5. Student time: variable

6. Grade level and subject area: Any and all students, especially those with a "game-curious" nature

7. Special notes: Two methods of playing:
   1. The easier allows the student to guess the letters in a word, subtracting one from the allowed number of guesses for each incorrect response. If the same letter occurs twice in a word, and the student guesses it once, he gets credit for both.
   2. In the harder ordeal, the student must guess duplicate letters separately and is not told what wrong letters he has already tried.

   Some students might be warned that the vocabulary used in the prologue is fairly difficult. However, the gothic script that is used in the lesson, along with the great graphics, should all be encouragements for students to try "hangman."

1. File name: stacks ecs: 1500
   Descriptive title: Vojacek Index

2. Author: Joe Vojacek

3. Objective: To provide an index

4. Description: Index of all lessons written by Joe Vojacek ("rime," "think," "tttoe," "usage," "poetry," "poem," "rhetoric," and "analogy"). All lessons may be accessed directly from the index page.

misc.5

1. File name: think ecs: 2236
   Descriptive title: Reasoning

2. Author: Joe Vojacek

3. Objective: To make the student aware of his powers of reasoning

4. Description: The student is given basic instructions which he must figure out how to apply in order to obtain correct answers. There are nine separate puzzles to solve.

5. Student time: 30 minutes

6. Grade level and subject area: Any English student

7. Special notes: