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ABSTRACT
        This curriculum module contains lesson plans and
application activities that were developed for the second of two
companion courses to help adult students build writing skills by
emphasizing writing as a process involving generating ideas through
revising, editing, and self-critiquing and by teaching basic grammar,
punctuation, and spelling strategies in the context of actual usage
in the workplace. The module consists of six sections that build on
the writing skills taught in the first course and apply them to a
specific workplace document (a self-evaluation). The module is
divided into separate sections for each of the course's six sessions.
The session topics are as follows: clarifying the purpose of the
evaluation and writing for a specific audience; using a variety of
brainstorming ideas to generate ideas for a self-evaluation; using
correct grammar, punctuation, and mechanics to produce sentences; and
practicing critiquing one's own writing and the writing of others.
Each section contains the following: module rationale, learning
intentions, course outline, student evaluation sheets/log,
transparency masters, curriculum notes, course outline, and student
handouts (including word lists, information sheets, writing samples).
Appended is additional information about the elements of sentence
structure. (MN)

Colorado Community College and Occupational Education System
United States Department   Education
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Pikes Peak Community College
Current, Inc.

Workplace Writing II: Writing at Work

This workplace specific curriculum provides students with the opportunity to brush up on standard grammar, punctuation, and spelling skills. Students practice these skills through familiar workplace documents. Students compose documents that are germane and appropriate to their specific workplace environment. These are evaluated by peers and instructor for clarity and accuracy in communicating written messages.

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INTRODUCTION

The Workplace Classroom is a set of 11 curriculum modules created by workplace educators from Pikes Peak Community College in collaboration and partnership with employees of Current, Inc., a large greeting card company in Colorado Springs, Colorado. The partnership was formed through an 18-month federal workplace research and development grant from the United States Department of Education awarded to the Colorado Community College and Occupational Education System. Teachers in the project designed, developed and field-tested curricula and materials for the 11 basic skills courses through the process of identifying and understanding the culture of the workplace and the learning needs of the individuals working within it.

The Pikes Peak staff chose not to rely on ready-made materials or programmed texts with which to teach classes. Instead, teachers and curriculum specialists interviewed employees, created job profiles, developed customized assessments, and invited student participation in the development of class content. The result is a unique set of curriculum modules in learning to learn, reading, writing, communication, problem solving, English as a second language, math and algebra that reflect learning needs of real people in a large printing/manufacturing environment. These modules were designed as six week, two hour classes, but the learning rationale and intentions could easily be modified to accommodate longer or shorter sessions.

The idea of following a design process involving the active and continuous commitment and participation of the employee and the employer provides a fresh look at the development of curricula and instruction. The goal of this process is to develop a curriculum product that enhances the basic literacy skills of adults and increases critical thinking and problem solving skills that are easily transferred to occupational improvement. The Pikes Peak staff felt that the best way to reach this goal was to involve employees and employers in the many levels of curriculum development and design.

We believe that these curriculum products are genuine reflections of sound adult learning theory that says adults must have relevant learning experiences that build on prior knowledge and in some way advance positive change in their daily work lives. These modules were built through the active participation and assessment of the adult students for whom they were designed. Those of us who developed these products encourage other workplace educators to use them in part or as complete modules, keeping in mind that their very design welcomes the change and diversity that other workplace environments are sure to lend to them. We feel that the authenticity of our curricula will provide ideas and incentive to other teachers and curriculum specialists who are beginning new programs or are looking for ways of improving existing curricula.

Best of luck with any or all of the Workplace Literacy Modules.

Rita Moore, Project Leader
Workplace Literacy Grant Pikes Peak Community College

WORKPLACE WRITING II: Writing at Work

Rationale:

Writing II is designed to build on the skills learned in Writing I and apply them to specific workplace documents. Understanding audience, recognizing the writing culture in a company, and analyzing and critiquing their writing and the writing of others are all skills that contribute to clear and effective communication with the reader.

Rita Moore
Project Leader

Janelle Diller
Author

WORKPLACE WRITING II: Writing at Work

SESSION I

"It's helped me to think about the reader and write accordingly."
Writing II Student

Rationale:
Identifying the culture or environment for writing in a given company is an important starting point for understanding how to write. Recognizing who the reader is and what the reader expects go hand in hand with this. Likewise, students must understand the unique purpose of self-evaluations and how this differs from the unique purposes of reports or memos or client letters. When writing a self-evaluation, identifying one's purpose and writing to a specific audience are central to clearly and appropriately evaluating work strengths and weaknesses.

Learning Intentions:

Participants will identify and analyze the culture of the writing culture at Current, particularly as it pertains to the process of writing evaluations.

Participants will recognize that the writing culture changes from company to company and even within departments of a company.

Participants will recognize the importance of identifying the audience and defining one's purpose in writing.

Participants will analyze evaluations for their strengths and weaknesses.

Curriculum Notes:

Curriculum notes and references follow course outline.

Course Outline:

I.   **Administrative details (15 minutes)**
      Attendance and class roster
      Participant data sheet
      Participant learner packets
      4x6 cards
             name
             work extension
             department name and number

I. Administrative details Continued:
work days and hours
home phone (optional)
personal information
Portfolio
Pre-evaluation

II. Writing Sample: (20 minutes)
You have a new supervisor. Part of her new job is to reduce the number of employees in the department by 10%. She asks you to write a one paragraph self evaluation. This will be one of the factors she uses in determining who stays and who is transferred out.

III. Introductions (20 minutes)
WRITE and/or DISCUSS:

Have participants introduce themselves by identifying their favorite kinds of reading and why they like it.

Hand out writing resources

IV. Peer and Self-Evaluations (60 minutes)
OVERHEAD:
"No matter how technical a subject, all writing is done for human beings by human beings." Jacqueline Berke

DISCUSS peer and self-evaluations
What is the function of evaluations at Current?
Who is the audience?
What is the purpose?
What level of formality should this have?
What format should you use?
What sources of information do you have?
How will you document your claims?
How much detail are you expected to have?
How honest should you be?
Should you only write about the positive, or should you include the negative?
How should this be done?

ANALYZE and DISCUSS:
Identify strengths and weaknesses of evaluations
Review examples. Identify and analyze words or phrases that make the evaluations strong or weak.
Identify ways they could be improved

V. Evaluation (5 minutes)
A.   Daily Journal

CURRICULUM NOTES

I. Administrative Details

Pre-Evaluation: Every program will have some kind of record-keeping process. The procedures we've listed have worked for us. Daily attendance sheets and class rosters are kept. Students who complete four out of the six classes receive a certificate of completion at the end of the course. Participant data sheets are federal forms that information that provides a profile of the company. Four by six cards are used by instructors to collect information that will enable them to get in touch with a student outside of class or work if necessary. The participant learner packet contains a summary brochure about the program; who they may call if they have a question about scheduling, class content, etc., an explanation of the process for claiming classtime as work hours; a copy of an individual education plan, and a sample of the certificate they may receive upon class completion.

The portfolio is a folder with paper for journaling; daily evaluation sheets; and a place for students to collect their work for their own assessment and for the instructor's assessment of their work progress.

The pre-evaluation is really a form of self-assessment. Students are asked to list goals related to the course and assign numerical weight to them. At the end of the class the cards are re-examined for progress and students again assign numerical weights to their progress. (Please see attached assessment activity explanation). Students may also take a pre/post test. Administrative details at the end of the session.

Post evaluation is linked to the goal setting and assessment activity above and/or pre and post-evaluation instruments designed by teachers. The course evaluation (attached) and instructor evaluation (attached) are designed to guide the instructional team in making curriculum modifications as well as changes in teaching strategies.

II. Writing Sample

The writing sample is an excellent pre-assessment tool. Have students spend 20-30 minutes writing on a given topic at the beginning of the first session. At the end of the last session, have them write once again for a post-assessment. You may give them a new topic for the post-assessment or return the first writing sample to them and have them rewrite it. As a rule, I don't mark on either the pre- or post-assessment, nor do I show students a score since the primary purpose of the writing sample is to provide a benchmark to show growth. For my own purposes in tailoring the class to students' needs, I review their samples for organization, development, sentence structure, grammar, flow, and clarity.

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III.   Introductions: Hand out writing resources

For both Writing I and Writing II classes, we give students three resources to use and keep: *The Elements of Style* by William Strunk, Jr., and E.B. White; English Grammar Flipper, published by Christopher Lee Publications; and Punctuation and Capitalization Flipper, also published by Christopher Lee. For many students, this is the first time they've had any kind of writing resources of their own. The two flip charts are especially appreciated by the lower-skilled participants because they're so easy to use, even if the information is fairly basic. Strunk and White is valued by the more advanced writers because it goes into more explanation.

Ultimately, the goal with this is to help students understand how important it is to use resources in writing. To further build this awareness, when I mark their papers, I identify where to find the correct form in the resources. For instance, for an apostrophe error, on the same line as the error I mark in the margin "p.1, S&W; #34." This means to refer page one of Strunk & White and number 34 on the flip chart. By looking at these pages, they understand immediately that they made an apostrophe error, and then they proceed to look for the mistake in their work and correct it. I also ask students to write their mistake, the explanation of what they should have done, and the correction. This process helps them internalize the correct answer, and it also gives me a clearer picture of how well they identify errors and how clearly they understand what they should do.

In our particular workplace program, we do not give grades. While an occasional participant may want to know if his or her writing constitutes *A* work, most truly appreciate not being placed in a category. Instead of letter grades, we instructors are all expected to respond in some detail to what our students have written. In this, it's very important to identify what they've done well or where they have improved, as well as what they still need to improve and concrete suggestions for how they can do it. Sometimes identifying strengths can be a daunting task. Nevertheless, it's important to give at least some kind of genuine encouragement. Likewise, even the weaknesses should be phrased in a positive way.

IV.   DISCUSS peer and self-evaluations

The evaluation process is common to most companies, but it's a process that can be very intimidating for employees. At the particular company for which this class was designed, the evaluation process is done is various forms, depending on the department and supervisor. It may be done by the supervisor, by peers, by the employee himself or herself, or by any combination of these. By analyzing the purpose and audience for an evaluation, the students develop a better understanding of what the writer must

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IV.   DISCUSS peer and self-evaluations Continued:
         do to effectively persuade and communicate. This process also empowers
         participants: They become more aware of their strengths and weaknesses and
         consider how they might improve their weaknesses; they also begin to
         understand that they can impact how they are evaluated by taking a more
         proactive role in the process.

         This discussion should raise awareness of audience and purpose. Substitute
         memo for evaluation, and the answers to these same questions will change even
         within the same department.

IV.   ANALYZE and DISCUSS: Identify strengths and weakness of evaluations

         This is an excellent place to start building skills of analyzing and critiquing.
         Either create your own, or use examples from previous classes (with
         permission from the writers, of course) to illustrate various ways people have
         written. Examine the writing samples on all levels, including specific word or
         phrase choice, examples given, grammatical accuracy, and overall tone or
         style.

EVALUATION
STUDENT DAILY LOG

NAME:

DATE:

CLASS:

1. What did you learn today? What did you find useful about the lesson? How was it interesting?

2. What did you find not necessarily useful, and what could have been done to improve the effectiveness of the lesson?

3. What other reactions do you have to the class, materials, discussion, etc.?

4. Are you comfortable with the material? Why or why not?

5. How have you used any of the information learned in previous classes?

Class: _____
Date: _____
Instructor: _____

Name	Dept. Number	S. S. Number
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SKILLS FOR A COMPETITIVE WORKFORCE
PARTICIPANT DATA SHEET

Please fill out the following information. Print or write clearly. This information will be used for demographic and statistical purposes only.

SECTION I (Identification)

Name:_____   Social Security Number: __ __ __ – __ __ – __ __ __ __
　　　Last Name.　First Name　Middle Initial

Street Address:_____   City:_____ Zip Code:_____

Phone Number: (__ __ __) __ __ __ – __ __ __ __

Department: _____   Position:_____

SECTION II (demographic information)

1.　Yrs. with company (circle one):　a. unemployed　b. 0-5　c. 6-10　d. 11-15　e. over 16

2.　Age: __ __   3.　Sex: M F

4.　Ethnicity (circle one): a. White　b. Black　c. Hispanic　d. American Indian/Alaska Native
　　　　　　　　　　　　　e. Asian/Pacific Islander　f. Other

5.　Single: Y N   6.　Is English your second language?　Y N
　　Head of Household: Y N
　　　　　　　　　　　 7.　Participating in (circle one or more):
　　　　　　　　　　　　　　a. Basic Skills Program
　　　　　　　　　　　　　　b. GED Program
　　　　　　　　　　　　　　c. ESL Program

SECTION III (outcome information)

Assesment Planning:

8. Course Title:_____   (check one: __ Basic Skills, __ GED. __ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
9.	Test Higher on Basic Skills: _____				Y N
10.	Improved Communication Skills:				Y N
11.	Increased Productivity:				Y N
12.	Improved Work Attendance:				Y N
13.	Increased Self-Esteem:				Y N

14. Contact Hours: __ __ __ __

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15. Course Title:_____ (check one: ___ Basic Skills, ___ GED, ___ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
16.	Test Higher on Basic Skills: _____				Y N
17.	Improved Communication Skills:				Y N
18.	Increased Productivity:				Y N
19.	Improved Work Attendance:				Y N
20.	Increased Self-Esteem:				Y N

21. Contact Hours: __ __ __ __

22. Course Title:_____ (check one: ___ Basic Skills, ___ GED, ___ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
23.	Test Higher on Basic Skills: _____				Y N
24.	Improved Communication Skills:				Y N
25.	Increased Productivity:				Y N
26.	Improved Work Attendance:				Y N
27.	Increased Self-Esteem:				Y N

28. Contact Hours: __ __ __ __

29. Course Title:_____ (check one: ___ Basic Skills, ___ GED, ___ ESL)

	Goals	Assessment Tool	Pre-Asses Results	Post-Asses Results	Improved
30.	Test Higher on Basic Skills: _____				Y N
31.	Improved Communication Skills:				Y N
32.	Increased Productivity:				Y N
33.	Improved Work Attendance:				Y N
34.	Increased Self-Esteem:				Y N

35. Contact Hours: __ __ __ __

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STUDENT EVALUATION

Pre-Evaluation

Name:_____Date:_____

Course:_____Instructor:_____

GOALS	1 20%	2 40%	3 60%	4 80%	5 100%
I need to improve my communication skills.					
I need to improve my productivity.					
I need to improve my work attendance.					
I need to improve my self-esteem.					

List 4 goals related to the following that you want to improve in:

Communications:_____

_____

Reading:_____

_____

Writing:_____

_____

Math:_____

_____

Rate yourself on a scale of 1-5 as to where you are with these goals. 1 would be the lowest and 5 would be the highest.

"No matter how technical a subject, all writing is done for human beings by human beings."

--Jacqueline Berke

Discuss Peer and Self-Evaluations

- What is the function of evaluations at your workplace?
- Who is the audience?
- What is the purpose?
- What level of formality should this have?
- What format should you use?
- What sources of information do you have?
- How will you document your claims?
- How much detail are you expected to have?
- How honest should you be?
- Should you only write about the positive, or should you include the negative?
- How should this be done?

What is the function of evaluations at this company?

Who is the audience?

What is the purpose?

What level of formality should this have?

What format should you use?

What sources of information do you have?

How will you document your claims?

How much detail are you expect to have?

How honest should you be?

Should you only write about the positive, or should you include the negative?

How should this be done?

Knowledge of Job: Consider degree to which employee knows and understands the job procedures and requirements.

I am very knowledgable about my job as a material handler and also when I am called to jog paper for the cutters. I am well learned in the procedures and responsibilities of both of these jobs and am now learning more about the cutter operator job. When I'm doing either the jogger or material handling job I feel everyone is pretty confident I can do the work!

I have gotten involved with helping update the employee directory so that I can have a better understanding of the departments and their extensions. I know my job to the extent of answering or finding the answers to 95% of the questions asked concerning phones, their features, phonemail, employee status and departmental structures and functions.

I can productively and efficiently run each and every machine in the department including the W&D Web. I have knowledge of the workings of the machine and can do minor adjustments myself to keep the machines running and production up. I keep busy in the event that my machine is down by folding boxes, filling gum bottles, and cleaning up the area.

Quantity of Work: Consider amount of work accomplished.

I answer approximately 1,300 calls daily with an average answer time of 4 seconds. I hand deliver directories 1-4 times a year and phone books to all departments one time a year. I am the PBX Coordinators backup when she is out I keep the directories accurate until she returns.

I do, on a regular basis, try to keep the machine running as fast and as long as possible to keep my production up. I always try to strive to get one more box done as the work day comes to a close.

I do my job and whatever quantity of work this may entail. After I've done my job and find myself with some idle time, I usually go help others as much as I can.

Attendance: Consider attendance, punctuality, willingness to work overtime.

In the six years I have been with Current and also in the envelope department, I've only been absent for 2 hours. I'm usually at the plant at least 30 minutes early.

I am consistently punctual and eager to work overtime when necessary. My attendance is above average.

I show up to work unless I'm feeling ill and am quite punctual. I'm always willing to work overtime when the need arises.

Communications: Do you communicate clearly and concisely with other team members at shift change? etc.

Good listening skills along with an ability to read body language have been essential in this area. I tend to be open and direct with the reps as well as my supervisors. I am feeling more confident with my writing skills through the classes I've attended as well as the memos and evaluations I've written

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Improvements: What do you feel would make this a better place to work? How could you help with the suggested changes?

A concentrated effort to open communications at the rep level could relieve tension and improve morale. We tend to get so involved in getting the job done time to do these sort of activities gits away from us. Making these part of what leads and coordinators get evaluated on would help.

WORKPLACE WRITING II: Writing at Work

SESSION II

"It's made me more confident in expressing myself to my both verbally and in writing."

Rationale:

Regardless of whether one is writing a report, memo, or something as seemingly unstructured as a self-evaluation, it's important to generate ideas and organize them before putting pen to paper. Using a variety of brainstorming activities to generate ideas in each evaluation category nicely illustrates how productive the planning stage can and should be.

Learning Intentions:

● Participants will be able to identify and use the five elements of POWER writing (Plan, Organize, Write, Evaluate, and Revise).

● Participants will identify their own strengths and weaknesses in POWER writing. They will identify one specific way to improve.

Curriculum Notes:

● Curriculum notes and references follow course outline.

Course Outline:

I. Identifying writing anxieties (15 minutes)
    A. WRITE and DISCUSS:
        What is your greatest anxiety about writing a self-evaluation?

II. POWER Writing (80 minutes)
    A. PLAN:
        ● Identify specific examples from your own experience or from what you've seen in others for each rating level and each category.

        ● Brainstorm ideas: Go for quantity as well as quality.

        APPLICATION ACTIVITY:
        Brainstorm:

II. POWER Writing Continued:
- list
- ask questions
- F.A.S.T.
  - feelings
  - alternate viewpoints
  - senses--taste, touch, smell, sight, sound
  - time--past, present, future
- web/cluster

Return to your previous evaluations.
- What were your goals/standards?
- Which did you meet?
- Which were unmet?
- What additional unplanned contributions did you make?

B. ORGANIZE:
- Where does each item belong?
- Should you move from most important to least important?
- How many items should you include?

C. WRITE:
- Put your ideas down as they come; polish later.
- Keep in mind what you want your audience to know.
- Start with the easy ones and move to the more difficult ones.

APPLICATION ACTIVITY
- As time permits, freewrite one specific area on the evaluation.

D. EVALUATE:
- Have someone read what you've written.
- Set aside to read with a fresh eye.

E. REVISE:
- Read and revise as many times as you can
- Think of your audience; what are their expectations?
- Polish and Proofread!!

F. Ask students to think about problems or questions they have concerning grammar. Have them write down three questions to be handed in at the end of the lesson. In Session III you'll answer their questions.

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III. Evaluation (5 minutes)

A. Work on your job description for the next week

B. Daily Journal

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CURRICULUM NOTES

II. POWER Writing

As you explain each step of POWER writing, particularly planning and organizing, use your own job as an example to illustrate the kind of ideas you might generate and how you could organize them. Then give them time to brainstorm in their own job areas.

The brainstorming techniques are fairly self explanatory. For questions, ask the basic who, what, why, when, where, and how. For instance, *who* questions might include the following: Who is impacted by your job? Who impacts you? Whom could you train? Who produces better/lower quality work than you and why?

The F.A.S.T. system often generates interesting ideas on which to build. These are just a few questions to get you started:

Feelings--What feelings do you have about your job? What feelings would people have if you quit? What feelings do you experience in the course of a day's work?

Alternative Viewpoints--What do your biggest admirers say about your work? The people who are most critical? If you had to do your job in half the time or could take twice the time, how would your work be different?

Senses--What do you see, touch, taste, hear, and smell on the job? How do these affect your productivity? The productivity of others around you? If any one of these areas would change, how would this improve your job performance?

Time--How was your job different 10 years ago? How will it be 10 years from now? How has your job performance changed? How might it continue to change?

Webbing or clustering is a more free flowing way to generate ideas. Begin with the main idea in the center of the page and let one idea trigger the next in random fashion.

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What is your greatest
anxiety about writing a
self-evaluation?

Plan:

• Know your audience and purpose; begin by being the reader.

• Brainstorm ideas: Go for _quantity_ as well as _quality_
    List
    Ask questions: Who, what, where, when, why, & how
    F.A.S.T.:
        Feelings
        Alternative viewpoints
        Senses--taste, touch, smell, sight, sound
        Time--past, present, future
    Clustering/webbing

Organize:
• Outline
• Webbing/Clustering
• Branching
• Herringbone

Write:
• Free-write, using your organization
• If you have trouble with a part, skip it and go right to the
    next section

Evaluate:
• Read and Reread--
    What will your reader need?
    Does it make sense?
    Look for flow of ideas and accuracy.
    Look for ways you can improve your ideas for economy, simplicity,
        and clarity.

Revise:
• Rewrite--
    Rewrite and revise, not just once, but several times.
    If you have the luxury, put your paper away for at least a day.
        Reread for what you **wrote**, not for what you **intended** to
        write.
• Proofread--
    Always proofread on a hard copy, not on the computer screen.
    Reread your paper word for word. If you have a particular
        problem, read especially for those errors in addition
        to others.
    Use a clean sheet of paper and read the paper line by line.

• Have someone read your paper to you. Listen as the reader reads.

• If you have trouble with fragments, etc., break apart the piece
    sentence by sentence. Read from the bottom of the paper up.
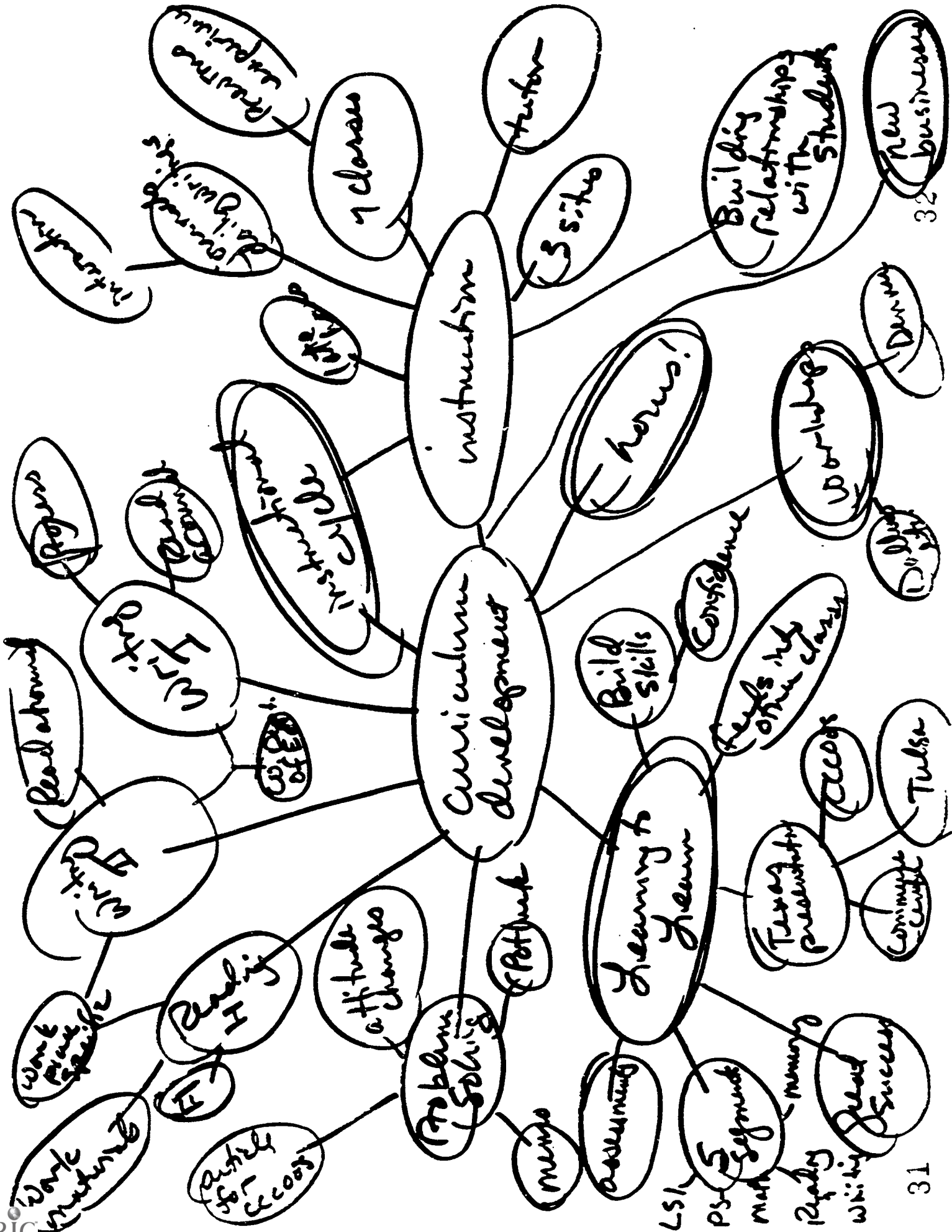
WORKPLACE WRITING II: Writing at Work

SESSION III

"It helped me remember a lot of the writing skills I'd forgotten, and I learned new material directly related to my job."

Writing II Student

Rationale:

This session deals with students' issues about grammar, punctuation, and mechanics. The most often asked questions tend to focus on punctuation headaches such as apostrophes, quotation marks, semicolons, and colons. The sentence structure system presented in Session III of Writing I is also reviewed.

Learning Intentions:

- Participants will identify their individual problem areas in grammar and will learn strategies for improving them.

- Participants will be able to recognize and use A, B, C, D, and E sentence structures.

I.   **Identifying problematic areas in grammar (as much time as necessary)**
   A.   DISCUSS:
         What questions do you have about grammar, usage, punctuation, or mechanics that are especially related to on-the-job correspondence or writing?

   B.   Explain how to correct problem areas. Identify and share resources that might be useful.

II.   **The elements of sentence structure (30 minutes)**
   A.   ABCDE sentence structure (I gave a party. Everybody came.)
         - Review (from Writing I) [See Appendix]
         - Examples (The dog barked. The cat fainted.)
         - Practice their own sentences using the same two independent clauses throughout.

III.   **Using common punctuation (remaining time)**
   A.   Quotation marks
   B.   Apostrophes
   C.   Colons (handout may be given during section II)
   D.   Semicolons (handout may be given during section II)

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IV.   Evaluation
       A.   Daily journal

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CURRICULUM NOTES

I.   Identifying problematic areas in grammar
This part of the session should be fairly free-flowing. Students often ask very specific questions that tend to focus on details rather than broad areas of grammar or punctuation. Ask students to write their questions at the end of Session 2 in order to give you time to prepare for today's session. This will give you an opportunity to research answers, suggest resources, or provide handouts on individual questions.

II.   The elements of sentence structure
As with other activities, teaching this sentence structure works best if you explain first, then demonstrate with your own sample sentences, and then have students practice each structure with their own sentences. Remind them that the two sentences they begin with need to be related to each other in content.

III.   Additional help as needed
Review these as time permits. Again, if possible, have students write examples using the various punctuation.

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SENTENCE STRUCTURE: ABCDE

A Structure:

I gave a speech. Nobody laughed.   two independent clauses

B Structure:

I gave a speech, and nobody laughed.   two independent clauses connected by a FANBOYS--for, and, nor, but, or, yet, so

I gave a speech; nobody laughed.   two independent clauses connected into a single sentence using a semicolon, colon, or a dash

I gave a speech; moreover, nobody laughed.   two independent clauses connected by a conjunctive adverb or transition phrase

C Structure:

Nobody laughed when I gave a speech.   independent clause followed by a dependent clause; no internal punctuation needed

D Structure:

When I gave a speech, nobody laughed.   dependent clause, phrase, or single word followed by an independent clause; a comma separates the two

E Structure:

I, too, gave a speech.   independent clause with an interruption between the subject and the predicate; parentheses, or a *pair* of commas or dashes are used

NOT an E Structure:

Nobody in his right mind laughed.   independent clause with a necessary interruption between the subject and the predicate; no punctuation used

QUOTATION MARKS

1. Use quotation marks to enclose direct quotations.

Tallulah Bankhead said, "If I had my life to live again, I'd make the same mistakes, only sooner."

"If I had my life to live again," Tallulah Bankhead said, "I'd make the same mistakes, only sooner."

"If I had my life to live again, I'd make the same mistakes, only sooner," Tallulah Bankhead said.

2. Do not use quotation marks around indirect quotations. An indirect quotation reports someone's ideas without using that person's exact words.

Tallulah Bankhead claims that if she could live her live again, she'd make the same mistakes if she had the chance. The difference is she'd make them sooner.

3. Use single quotation marks to enclose a quotation within a quotation.

Somerset Maughm said, "It wasn't until quite late in life that I discovered how easy it is to say, 'I don't know.'"

4. Use quotation marks around the titles of short works: newspaper and magazine articles, poems, short stories, songs, episodes of television and radio programs, and chapters or subdivisions of books.
    Titles of books, plays. and films and names of magazines and newspapers are put in italics.

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5.   Quotation marks may be used to set off words used as words.

The teacher misspelled "dynamite" three times.

6.   Periods and commas always go INSIDE the quotation marks, even if they don't logically belong there.

One of my favorite essays is James Thurber's "University Days."

7.   Colons and semicolons go OUTSIDE the quotation marks.

The prize for the best paper went to "Drucker's Influence on Management"; it was the only paper submitted.

8.   Question marks, exclamation points, and dashes go inside or outside, depending on whether they belong with the quoted material or with the sentence as a whole.

He actually called us "unregenerate liars"!

Are you the one who described him as "Unregenerate liars"?

His speech was called "Who Benefits from Seasonal Layoffs?"

COLONS :

1.   Use a colon after an independent clause to direct attention to a list, an appositive, or a quotation. *Don't* capitalize the first word or the list or the appositive. *Do* capitalize the first word of the quotation.

<u>   I.C.   </u> : <u>   </u>.

<u>A LIST:</u>
We plan to visit all the great tourist spots: the Grand Canyon, Sea World, and Disneyland.

<u>AN APPOSITIVE:</u>
My friend is guilty of two of the seven deadly sins: gluttony and sloth.

<u>A QUOTATION:</u>
Consider the words of Elbert Hubbard: "Every man is a damn fool for at least five minutes every day; wisdom consists in not exceeding the limit."

2.   Use a colon between independent clauses if the second summarizes or explains the first. The first word in the second independent clause may be capitalized or may be left in lower case. Just be consistent throughout your material.

<u>   I.C.   </u> : <u>   I.C.   </u>

Faith is like love: It cannot be forced.

NOTE: An independent clause <u>always</u> comes *before* a colon.

SEMICOLONS ;

1. Use a semicolon between closely related independent clauses not joined by a coordinating conjunction.

<u>   I.C.   </u> ; <u> I.C. </u> .

Injustice is relatively easy to bear; what stings is justice.

                             --H.L. Mencken

I don't know who my grandfather was; I am much more concerned to know what his grandson will be.

                             --Abraham Lincoln

2. Use a semicolon between independent clauses linked with a conjunctive adverb or transitional phrase.

<u>   I.C.   </u> ; transition , <u> I.C. </u> .

Current is asking all employees to fill out a belief's survey; moreover, management is taking the results very seriously.

Everyone at Current was expecting work to slow down after Valentine's; this, however, didn't happen.

3. Use a semicolon between items in a series containing internal punctuation.

I have lived in Hesston, Kansas; Goshen, Indiana; and Colorado Springs, Colorado.

NOTE: Except for using a semicolon between items in a series, you should <u>always</u> have an independent clause *before* and *after* the semicolon.

APOSTROPHES

CONTRACTIONS
Use apostrophes with contractions. The apostrophe stands for the missing letter or letters.

```
they are    they're
you are      you're
were not    weren't
it is          it's
does not    doesn't
```

POSSESSION:
Apostrophes are used to show possession. To test whether you have added the apostrophe correctly, cover up the 's with your finger. The word left should be the nonpossessive form of the word you want. For instance, *childrens'* is not correct as you can see by putting the word in a sentence such as this:

The <u>childrens</u> are playing quietly.

Children's is the correct form as you can see in the following:

The <u>children</u> are playing quietly.

SINGULAR: Use an apostrophe plus *s*.

Jane's books were left at home.   (the books belonging to Jane)

Today's world is dangerous. (the world of today)

It's all part of a day's work.   (the work of a day)

NOTE: When a singular noun ends in *s*, you may add an apostrophe only OR add an apostrophe plus *s*. Generally, with one syllable words such as *Jones*, you should add an apostrophe and an *s*. With two syllable words such as *Charles* or *Kansas*, it's common to add only the apostrophe. Whatever you do, <u>be consistent</u>!

Bob Jones's car is a 1968 Mustang.   (the car belonging to Bob Jones)

Kansas' weather is volatile. (the weather belonging to Kansas)

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<u>PLURAL:</u> Most plural nouns end in *s*, so just add an apostrophe for the possessive form.

> **The girls' coats were warm.** (the coats belonging to the girls)

> **Her friends' expressions of concern warmed her heart.** (the expressions of concern of her friends)

When a plural does <u>not</u> end in *s*, add *'s*.

> **The children's toys were new.** (the toys belonging to the children)

> **Target sells inexpensive women's hats.** (hats for women)

<u>JOINT POSSESSION:</u> Add an apostrophe to only the last name when there is joint possession.

> **Bob and Tom's room is a mess.** (the room that Bob and Tom share)

Add an apostrophe to all names when there is individual possession.

> **John's and Ted's test scores were in the top 5%.** (the test belonging to John is separate from the test belonging to Ted)

<u>COMPOUND NOUNS:</u> If a noun is compound, use *'s* (or *s'*) with the last element.

> **My mother-in-law's quilts are beautiful.** (the quilts belonging to my mother-in-law)

> **My sisters-in-law's children are all smart.** (the children belonging to my 3 sisters-in law)

<u>INDEFINITE PRONOUNS:</u> Use *'s* to show that an indefinite pronoun is possessive.

> **Someone's books are on the table.** (the books belonging to someone)

NUMERALS AND LETTERS

Use apostrophes when you omit numerals and letters.

> Clinton was elected in '92.

> The little train went chuggin' up the hill.

Apostrophes are used when numerals and single letters are made plural.

> My son made all A's this last semester.

> I have four l's in my name.

EXCEPTION: The apostrophe is often left off when referring to decades.

> The '60s were a turbulent time.

AVOID MISUSES OF THE APOSTROPHE

Do not use apostrophes with nouns simply because they end in *s*. Do not use an apostrophe with possessive pronouns:

its, whose, his, hers, ours, yours, and theirs.

WORKPLACE WRITING II: Writing at Work

SESSION IV

"I would be comfortable taking minutes in a meeting, whereas before I would havve been reluctant."

<p align="right">Writing II Student</p>

Rationale:

Many times in the workplace, people are asked to take notes at meetings and turn them into minutes. Most people have little formal training in this, and so they logically have a lot of anxieties about taking accurate notes and writing readable minutes. By starting the session with real examples to analyze, sudents have a clearer idea of how minutes are most effectively formatted and written. This also provides them with a safe and comfortable way to practice critiquing the work of others before they critique the work of their peers in Session V.

Learning Intentions:

- Participants will analyze the strengths and weaknesses of different formats for writing minutes.

- Participants will practice taking notes to turn into minutes.

Curriculum Notes:

- Curriculum notes and references follow course outline.

Course Outline:

I.   Identifyirg tools for taking notes in meetings and turning them into minutes (50 minutes)
   A.   APPLICATION ACTIVITY:
      1.   Hand out copies of minutes (See curriculum notes)
      2.   Read each one and consider the following:
         - Which set presents the information in the clearest way?
         - Which is most readable? Least readable? Why?
         - If you hadn't been at the meeting, which set of minutes would be most helpful?
         - What is the impact of the attention or lack of attention paid to grammar, spelling, mechanics, etc?

A.   APPLICATION ACTIVITY Continued
    ● What is the impact on the reader and the meeting participants to
       have names included in the minutes?
    ● How accurate are the minutes?

B.   HANDOUT and DISCUSS (as necessary):   (10 minutes)
    1.   Taking notes during meetings
    2.   Organization and format for writing minutes

II.   Putting it into practice
A.   Discuss one of the following topics as a class.
    1.   The evaluation process works well for some departments and not so
          well for other departments. What suggestions do you have for
          improving the use of evaluations for everyone?

    2.   If you are in a department that doesn't use evaluations but would
          benefit from the process, what suggestions do you have for introducing
          them and using them to their greatest effectiveness?

    3.   What ideas do you have that your place of employment could use to
          show its appreciation to employees, particularly those who always have
          strong evaluations but have already topped out on the wage scale?

III. Evaluation
A.   Turn the notes from the class discussion into minutes.
B.   Daily journal

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CURRICULUM NOTES

I. **Identifying tools for taking notes in meetings and turning them into minutes (50 minutes)**

For this activity, either collect samples of actual minutes or create your own. Ideally, it's helpful to have a range of quality represented. Examples from previous classes work well; just be careful to get permission to use them from the students who wrote them. Ultimately, students should consider what makes one example clearer or stronger than other examples. How can they incorporate these elements into their own writing? What do they need to avoid doing? Invariably, when students see a misspelled word or an awkwardly phrased sentence or incomplete information, they are much quicker to recognize the impact on the reader than if the teacher spends an hour telling them to avoid these things. Without fail, students turn in much better papers after this process than they do without the benefit of it!

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Read each one and consider the following:

☞ Which set presents the information in the clearest way?

☞ Which is most readable? Least readable? Why?

☞ If you hadn't been at the meeting, which set of minutes would be most helpful?

☞ What is the impact of the attention or lack of attention paid to grammar, spelling, mechanics, etc?

☞ What is the impact on the reader and the meeting participants to have names included in the minutes?

☞ How accurate are the minutes?

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Read-around questions

Paper #_____   Reader's name_____

1.   What are the strengths of this paper?

2.   What could be improved?   (Accuracy, readability, amount of information, clarity of sentences, etc.)

3.   Give a specific suggestion for how to make an improvement.

TAKING NOTES

1.   Review the agenda before the meeting starts if possible. Activating your schema will help you recognize important ideas in the discussion.

2.   Be an active listener. For the purpose of taking notes, this may mean that you don't participate in the discussion as much as you might if you weren't responsible for taking notes. As you take notes, be aware of who the reader will be. Will the minutes be only for people who attended the meeting? For people who weren't there? For just yourself?

3.   Before the meeting begins, identify the necessary who, what, where, why, and when, which you'll need on the minutes.

4.   On standard size notebook paper, draw a line down your paper about 2½" from the left side. On the right side of the line, record your notes as you usually do. Be sure that you write legibly.

5.   As you record, identify specific topics and, when necessary, the speaker. If you use abbreviations, remember to use ones that are standard enough that you'll recognize them later.

6.   Immediately after the meeting, review what you've written. In the left-hand margin, clarify or elaborate on points you didn't have time to cover as you were writing during the meeting.

7.   If possible, type up your notes immediately after the meeting. What is fresh and easy to remember within the hour, will be really fuzzy the next day, and totally lost within a week.

8.   If appropriate, have someone who was at the meeting review your finished copy before distributing them.

ORGANIZATION AND FORMAT FOR MINUTES

1. Use standard 8½- by 11-inch typing paper.

2. Formal minutes include the following:
    name of the group or meeting
    date, place,
    time meeting is called to order, time of adjournment
    names of persons present (if applicable, names of
        persons absent)
    disposition of any previous minutes
    announcements
    old business
    new business
    summaries of significant discussions
    motions presented and actions taken on motions
    name and signature of person compiling minutes

3. Use the exact wording of motions, as well as persons making
    and seconding the motions.

4. As much as possible, keep notes to a single page or, at
    most, two pages. Beyond two pages, you'll likely lose the
    reader's interest.

WORKPLACE WRITING II: Writing at Work

SESSION V

"I have confidence in writing a self-evaluation and pride in the skills I have.   I wouldn't be intimidated if asked to write a memo."

Writing II Student

Rationale:
This session begins and ends with a read-around.   The first half of the class, students read and comment on their peers' work.   In the last part, they again have an opportunity to critique memos written by others.   In doing so, they can freely discuss what is effective or ineffective in each one.

Learning Intentions:

● Participants will analyze the strengths and weaknesses of different formats for writing memos.

● Participants will recognize the importance of having a purpose and writing for an audience when writing memos.

Curriculum Notes:

● Curriculum notes and references follow course outline.

Course Outline:

I.   **Analyzing the difficulties (15 minutes)**
    A.   WRITE:
        What was the most difficult part of turning your notes into minutes?

    B.   While students are writing, collect their minutes, white out the name of person who wrote the minutes, number each paper, and go copy a class set for everyone.

II.   **Identifying tools for writing memos (65 minutes)**
    A.   APPLICATION ACTIVITY
        ● Hand out copies of the minutes and enough read-around sheets for everyone to have one for each person's minutes.

        ● Remind participants to be positive with comments/observations even when

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they might have something negative to say. Remind them that it's difficult to share your writing, and while most people welcome positive, constructive feedback, the fear of negative feedback makes sharing papers a scary process.

- Fill out forms for each person's minutes.

B.   Talk as a class about which ones were clearer and better written. Direct the discussion to cover the following:
- Which ones are easier to read? Why?
- How accurate (information) is each one?
- How free from errors (grammar, punctuation, etc.) is each paper?
- If you hadn't been in class, which one would be the most helpful? Why?

IV.   Identifying tools for writing memos   (35 minutes)
A.   APPLICATION ACTIVITY:
- Hand out the copies of memos.
- Hand out a copy of the read-around questions so they'll know what the criteria will be for them next week. Use this sheet to analyze the memos.
- Discuss what pitfalls to avoid and what strengths to emulate.
- Collect copies of memos.

V.   Evaluation (5 minutes)
A.   Turn your minutes into a memo. If individuals would rather write a memo about something else, they may. Otherwise, they should write a memo to the appropriate person/persons about implementing or improving the self-evaluation process. Remind them that they need a purpose for writing the memo, even if they never send this memo to the stated party.

B.   Daily journal

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CURRICULUM NOTES

I.   Analyzing the difficulties

The process of analyzing personal strengths and weaknesses is essential to making real gains in writing. Many times, students' biggest difficulty is finding time to write their minutes. Even this provides a good discussion starter. Those who sat down right after class and worked on their minutes will generally have other difficulties; these often provide a good introduction for the read-around. By raising everyone's awareness of problem areas, they'll be more likely to identify them in the papers they read and perhaps have suggestions for improvements.

II.   Identifying tools for writing memos

B.   Notice that the discussion questions are all phrased in the positive. Read-arounds can be difficult for most writers to endure. As much as possible keep the comments on a positive note by identifying elements that could be improved and by offering specific suggestions for improvement.

IV.   Identifying tools for writing memos

Refer to the curriculum notes in Session IV for an explanation of how to do the read-around.

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What was the most
difficult part of turning
your notes into minutes?

- Which ones are easier to read? Why?

- How accurate (information) is each one?

- How free from errors (grammar, punctuation, etc.) is each paper?

- If you hadn't been in class, which one would be the most helpful? Why?

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Memo's author_____   Reader_____

Think of yourself as the intended audience for this memo, and respond to the following questions.

1.   Is the purpose of this memo clear?

2.   Does the memo give you an appropriate amount of background information to understand the issue? If not, what else might be helpful?

3.   Is the writer's request clear? If not, what could the writer do to make it clearer?

4.   Do you understand what the writer expects you to do? If not, what else does the writer need to include?

5.   How will you likely respond to the request?

6.   What in the memo makes you likely to respond in this way?

ISSUES TO CONSIDER AS YOU WRITE:

AUDIENCE--

Who is your audience?

What is your relationship to them?

What do they already know about the topic?

Are they aware a problem may exist?

Will they resist any of your ideas?

How open will they be to your ideas?

Are there any special issues you need to address to make the
   reader comfortable?

How interested and attentive are they likely to be?

How sophisticated are they as readers?

PURPOSE--

What is your purpose?
- ●To inform?
- ●To persuade?
- ●To complain?

What do you want them to learn?

LENGTH and FORMAT--

What is an appropriate length for the memo?

How much detail does the reader need?

How should you order the information?

MEMO FORMAT

When information is outside of Current, it's usually done in the format of a letter. Within Current, memorandums (or memos) are the written form. Memos are similar to letters in their purpose.

Include the following information at the top of the memo:

1.   Type standard information in capital letters and place it flush with the left margin as in the following example:

Date: March 22, 1994

TO: Debbie Branson, Ron Brown, Sybil Butler, Debbie Deherrera, Jeff Franks, Linda Shafer, T.J. Wildeman

CC: Rita Moore, Project Leader, Workplace Learning Grant

FROM: Janelle Diller, Instructor, Workplace Learning Grant

RE: Memo-writing information

2.   Triple-space after RE:. The information should follow in paragraph form. Generally, in a business format paragraphs are not indented. Instead, a double space should be used between paragraphs.

3.   Use visual cues to help the reader quickly pull out important pieces of information.

WORKPLACE WRITING II: Writing at Work

SESSION VI

"I will communicate more clearly in writing with management and coworkers than I would have before."

<div align="right">Writing II Student</div>

Rationale:

Students have one final opportunity to critique and analyze their classmates writings in this session. By this time, students will have made some surprising gains in their work. Much of this comes because they have a clearer sense of audience. No longer are they writing for "just the teacher," who *has* to read what they write; instead, they're very aware that real people are reading and thinking about what they've written and how they've written it.

Learning Intentions:

- Participants will analyze their personal strengths and weaknesses in writing memos.

- Participants will identify appropriate strategies for improving their process for writing memos..

Curriculum Notes:

- Curriculum notes and references will follow course outlines.

Course Outlines:

I. **Analyzing the difficulties (15 minutes)**
    A. WRITE and DISCUSS:
        What was the most difficult part of writing your memo?

    B. While students are writing, collect their memos, white out the name of person who wrote the minutes, number each paper, and copy a class set for everyone.

II. **Analyzing strengths and weaknesses (60 minutes)**
    A. APPLICATION ACTIVITY:
        - Hand out copies of the memos and enough read-around sheets for everyone to have one for each person's memo.

        - Fill out forms for each person's memo.

<div align="center">19</div>

<div align="center">62</div>

B. Talk as a class about which ones were clearer and better written. Direct the discussion to cover the items on the read-around sheet.

III. Evaluation (5 minutes)

IV. Administrative details (40 minutes)
A. Writing sample
B. Post-evaluation
C. Course evaluation
D. Instructor evaluation

CURRICULUM NOTES

II.   Analyzing strengths and weaknesses

This session is similar to Session 5 in that students are asked to reflect on their strengths and weaknesses and to analyze the work of others.

IV.   A. Writing sample

See the Curriculum Notes in Session 1 for more explanation.

What was the most difficult part of writing your memo?

STUDENT EVALUATION

Post-Evaluation

Name:_____Date:_____

Course:_____Instructor:_____

GOALS	1 20%	2 40%	3 60%	4 80%	5 100%
I improved my goal in communication.					
I improved my goal in productivity.					
I improved my goal to increase my work attendance.					
I improved my goal to increase my self-esteem.					

WORKPLACE LEARNING PROGRAM
PARTICIPANT EVALUATION
CURRENT AND PIKES PEAK COMMUNITY COLLEGE

Please answer the questions which follow. Your responses will help us in making improvements in the course.

1. How would you rate the content of this course?

    Too Difficult   Just Right   Too Easy
        5   4   3   2   1

2. How would you rate the quality of the instruction materials?

    Very Interesting   Somewhat Interesting   Uninteresting
        5   4   3   2   1

3. How useful was the course in helping you on the job?

    Very Useful   Somewhat Useful   Not Useful
        5   4   3   2   1

4. Overall, how satisfied were you with the course?

    Very Satisfied   Somewhat Satisfied   Very Dissatisfied
        5   4   3   2   1

5. What did you like the best about this course?_____
    _____
    _____
    _____

6. What could have been done to improve the effectiveness of the
    course?_____
    _____
    _____
    _____

7. How would you rate the quality of the instructional materials?
    _____
    _____
    _____

8. Would you like additional time spent on this subject? Yes_____
    No_____   If yes, what specific subjects?_____
    _____
    _____

9. In what specific ways has this course helped you to do your job
    better?_____
    _____
    _____

10. How has this course helped meet goals you set before taking it?

_____
_____
_____

11. Would you recommend this course to a co-worker?   Yes_____No_____
    Why or Why not?_____
    _____
    _____

12. Do you feel more confident about your learning abilities because
    of this class?_____
    _____
    _____

13. Will what you learned in class make a positive, noticeable
    difference in your outside interests?_____
    _____
    _____
    _____

Please check one response to each question.	Excellent	Very Good	Satisfactory	Needs Improvement	Poor
1. The instructor is organized in his/her teaching of this class.					
2. The instructor projects warmth, friendliness and enthusiasm in his/her presentation.					
3. The instructor returns tests and assignments within one class session.					
4. The instructor encourages student participation in class.					
5. The instructor reacts in a positive manner to students' questions and responses.					
6. The instructor is willing to give individual help when you request it.					
7. The instructor clearly communicates how the course is related to your learning needs.					
8. The instructor is skilled and knowledgeable in the material.					
9. You feel comfortable with asking your instructor to teach what you feel is important to your learning needs.					
10. By reviewing your portfolio, you are familiar with the changes in your own learning.					

What comments do you have that will help in the design of future

courses?_____

_____

_____

_____

_____

APPENDIX

The Elements of Sentence Structure

The sentence structure referred to in this lesson is fairly straightforward. To be able to understand it, participants must be able to recognize independent and dependent clauses and conjunctions. Depending on participants' skill levels, this may need to be an additional lesson, or it may be enough to review clauses and conjunctions in 15 or 20 minutes and then move into the sentence structures.

These structures are learned most efficiently if you introduce one structure, practice on sample sentences as a group, and then have individuals write their own sentences. As they write, check the sentences they write. Encourage them to choose two short independent clauses for structure A and then use the same two for all the rest of the structures. By doing this, they'll be more likely to understand how manipulating clauses and phrases adds variety and subtleness to their writing. A good example of this is General Sheridan's quote under D structure, "If I owned Texas and Hell, I would rent out Texas and live in Hell." It would certainly be grammatically correct to turn it into a C structure sentence, "I would rent out Texas and live in Hell if I owned Texas and Hell." Unfortunately, it would also lose its punch.

As a final reinforcement, you might encourage participants to go through their writing and identify all the sentence structures they've used.

Clause

<u>Definition:</u> A clause is a group of words containing a subject and a predicate. There are two kinds of clauses: independent and dependent.

An **INDEPENDENT CLAUSE** can stand by itself as a sentence. It is a complete idea.

  EXAMPLE: John ate a late dinner.

The clause may have compound (2 or more) subjects or predicates or both.

  EXAMPLE: John and Mary ate a late dinner.

       John and Mary ate a late dinner and then watched TV.

A **DEPENDENT** or **SUBORDINATE CLAUSE** cannot stand by itself. It depends on an independent clause to be a complete thought.

  EXAMPLE: After John and Mary ate a late dinner, they watched TV.

Phrase

Definition: A phrase is a group of words that does not contain a subject or a predicate.

```
EXAMPLE:    In the beginning
            While driving home
            For example
            One day last week
```

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Conjunctions: Definition

Definition: A conjunction is a word that connects or joins words, phrases, or clauses. There are four kinds of conjunctions.

Coordinate Conjunctions: for, and, nor, but, or, yet, so
They are used to connect words, phrases, and clauses of equal rank.

Subordinate Conjunctions: after, because, since, until, so that, etc.
They are used to begin subordinate or dependent clauses.
Some subordinate conjunctions are also used as prepositions: after, before, since, until.

Conjunctive Adverbs: moreover, therefore, then, however, etc.
They are used as transitions between clauses.

Correlative Conjunctions: both-and, either-or, not only-but also, neither-nor
They are used in pairs and connect words, phrases, and clauses of equal rank.

CONJUNCTIVE ADVERB OR TRANSITIONAL PHRASE

also	in addition	now
as a result	in fact	of course
besides	in other words	on the other hand
consequently	in the first place	otherwise
finally	meanwhile	still
for example	moreover	then
for instance	nevertheless	therefore
furthermore	next	thus
however		

SENTENCE STRUCTURE: A

Subject + Predicate

FEATURES:

1. No internal punctuation needed unless there is a list
2. Is a simple sentence

EXAMPLES:

It is hard to be good.

--Pittacus

Fine art is that in which the hand, the head, and the heart of man go together.

--John Ruskin

America is a country that doesn't know where it is going but is determined to set a speed record getting there.
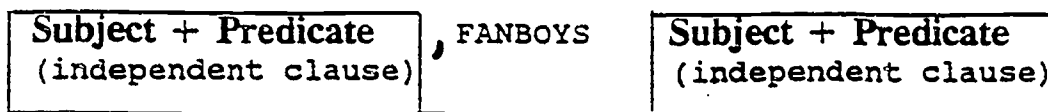
--Lawrence J. Peter

Your examples:

1.

2.

3.

SENTENCE STRUCTURE: B

Subject + Predicate (independent clause)	, FANBOYS	Subject + Predicate (independent clause)

FEATURES:
1. Two or more independent clauses that can stand individually
2. Joined by a comma and a FANBOYS (coordinating conjunction: for, and, nor, but, or, yet, so)
3. May be joined by a semicolon (;), colon (:), or dash (--) instead of the comma and the FANBOYS
4. May be joined by a semicolon (;), conjunctive adverb (however, therefore, moreover, etc.) or transitional phrase, and a comma
5. Content of the two clauses is equal and related
6. Is a compound sentence

EXAMPLES:
The man who acts never has any conscience; no one has any conscience but the man who thinks.

<div align="right">--Goethe</div>

Knowledge may give weight, but accomplishments give lustre, and many more people see than weigh.

<div align="right">--Philip Dormer Stanhope, Earl of Chesterfield</div>

I've been rich and I've been poor; rich is better.

<div align="right">--Sophie Tucker</div>

Everyone is a genius at least once a year; a real genius has his original ideas closer together.
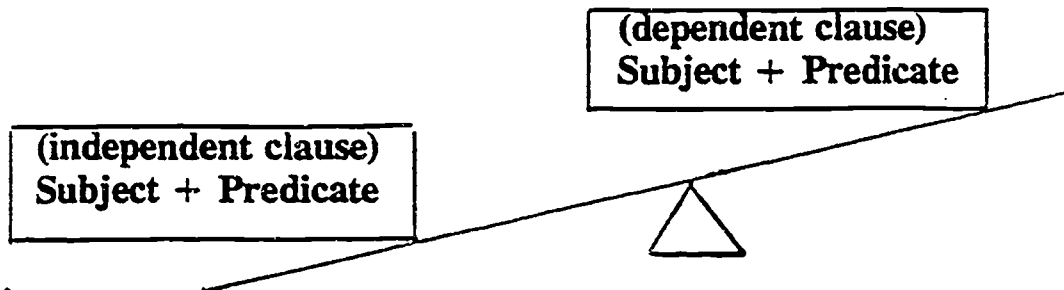
<div align="right">--G.C. Lichtenberg</div>

Your examples:
1.

2.

3.

SUBORDINATING CONJUNCTIONS

after	before	rather than	though	where
although	even though	since	unless	whether
as	if	so that	until	while
as if	how	than	when	why
because	in order that	that		

SENTENCE STRUCTURE: C

(dependent clause)
Subject + Predicate

(independent clause)
Subject + Predicate

FEATURES:
1.   An independent clause followed by a dependent clause
2.   Dependent clause is signaled by a subordinating conjunction
such as   when, while, although, as, before, after, because, if,
since, unless,   so that, etc.
3.   No internal punctuation between clauses
4.   Is a complex sentence

EXAMPLES:
A thing is not necessarily true because a man dies for it.
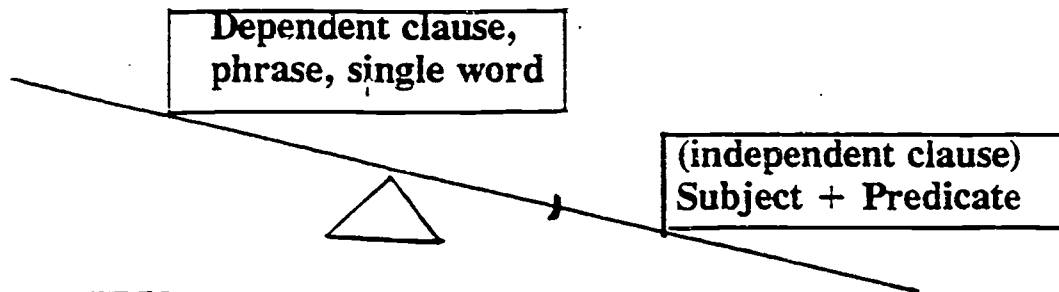   --Oscar Wilde

Humanity is fortunate because no man is unhappy except by his own
fault.
                                        --Seneca

Your examples:

1.

2.

3.

SENTENCE STRUCTURE: D

Dependent clause, phrase, single word

(independent clause)
Subject + Predicate

FEATURES:
1.   Single word, phrase, or dependent clause followed by an independent clause
2.   Dependent clause generally signalled by a subordinating conjunction   (see 2 under C structure)
3.   Two parts separated by a comma

EXAMPLES:
If I owned Texas and Hell, I would rent out Texas and live in Hell.

--Gen. Phillip H. Sheridan

In general, the art of government consists in taking as much money as possible from one class of citizens to give it to the other.

--Voltaire

When choosing between two evils, I always like to try the one I've never tried before.

--Mae West

If fifty million people say a foolish thing, it is still a foolish thing.

--Anatole France

Your examples:
1.

2.

3.

When Irwin was ready to eat his cat
jumped onto the table.

Mary read this.

Mary, read this.

SENTENCE STRUCTURE: E

Subject, unnecessary interruption, Predicate

△

FEATURES:
1. Independent clause interrupted by unnecessary or nonrestrictive information
2. Nonrestrictive material always set off by a pair of commas, dashes, parenthesis, or brackets if it comes between the subject and the predicate.

EXAMPLES:
All government—indeed, every human benefit and enjoyment, every virtue and every prudent act—is founded on compromise and barter.

—Emund Burke

The time when, most of all, you should withdraw into yourself is when you are forced to be in a crowd.

—Epicurus

All persons as they grow less prosperous grow more suspicious.

—Terence

Your examples:

1.

2.

3.

John and his wife, Mary, live next door.

John and his wife Sarah live in Palmer Lake.

The dessert made with fresh raspberries was delicious.

The dessert, made with fresh raspberries, was delicious.

For camp the children needed clothes *that were washable.*

For camp the children needed sturdy shoes, *which were expensive.*