University-Ready Writing

Preparing Communicators for Collegiate Success

Teacher's Manual

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Contents

Gray boxes such as this are in the Teacher's Manual and provide extra information for the teacher or teaching parent to help students in the course.

Introduction

In this twelve-week course, high school students learn advanced note-taking and writing methods that will prepare them for writing at the university level. This self-explanatory program empowers teachers to help students become confident and competent communicators and thinkers.

Assembling Your Binder

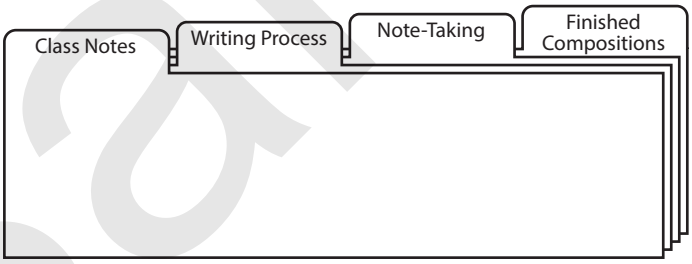
Your *University-Ready Writing* curriculum features a paper organization system that you will use to manage your coursework.

To prepare for your first class, take pages 1–8 from this packet and place them at the front of your binder—before the Class Notes tab. Each week, you will add the weekly Overview page to this front section; therefore, place Week 1 Overview, page 9, on top of the pages that you just moved. When you begin Week 2, place Week 2 Overview on top of Week 1 Overview.

The remaining pages from this student packet should be placed in the back of the binder behind the Finished Compositions tab. While watching each weekly video, use the corresponding pages to complete the lesson. Place the pages in your binder behind the appropriate tab. The tab at the top of each page indicates where that page should be placed. You will be instructed each week by either your teacher or Mr. Pudewa where to put these additional pages.

Supplies

Every *University-Ready Writing* box comes with a Teacher's Manual, this Student Packet, videos containing twelve teaching episodes with Andrew Pudewa, *Portable Walls for Academic Writing*, and a Student Binder with four tabs:



Beyond this, you only need a pen and several sheets of notebook paper for each week's assignments.

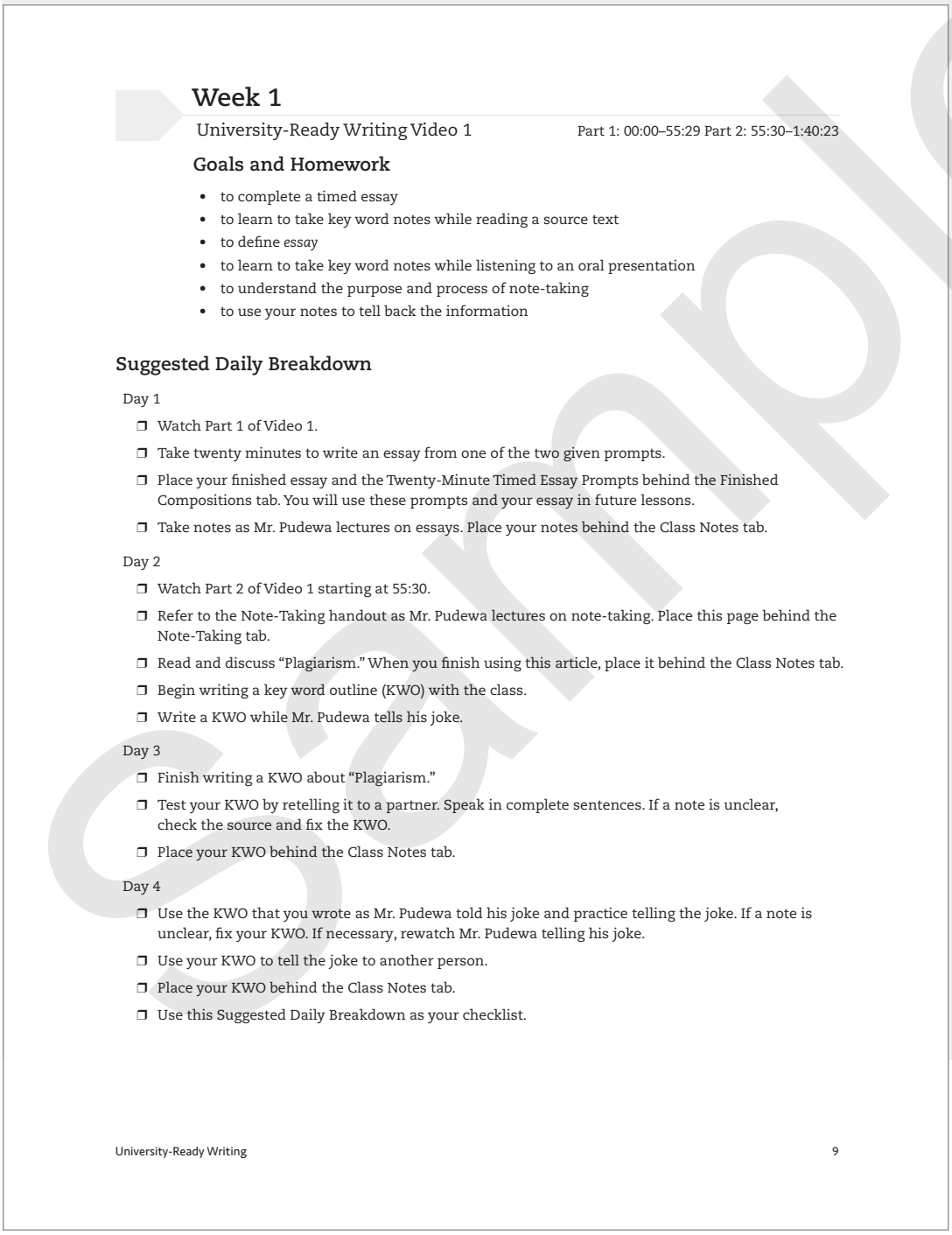
Scope and Sequence

Week	Class Focus	Writing Assignment
1	introduction to essays KWO method	write and retell notes from a written and a verbal source
2	stick and branch method introduction to précis	write and retell notes from verbal sources write a basic précis
3	summarize primary source practice note-taking	write a 2-paragraph précis
4	basic and expanded essay models TRIAC	write a 1-paragraph précis (TRIAC)
5	practice note-taking tools of invention	write a 1-paragraph précis write a 1-paragraph response to a prompt
6	vocabulary, sentence variety, literary devices	refine both paragraphs written Week 5
7	practice note-taking inventive writing	write a 500- to 700-word personal essay
8	write from multiple sources citations using MLA Style	write a 2- to 3-page product life-cycle paper
9	academic research databases citations using APA Style	conduct research write an annotated bibliography
10	thesis statement abstract	write a 1000-word position paper
11	story types response to literature vocabulary	write a 1- to 2-page reflection essay
12	analyze writing style on-demand essays	write a fable in the style of G. K. Chesterton and Mark Twain

Week 1

Video Summary

This week Mr. Pudewa begins class by having students complete a timed essay in order to establish a benchmark of their current writing abilities. He proceeds by defining the term *essay* and explaining various types. Throughout this course students will focus on effectively taking notes from written and verbal sources. In this first lesson, students learn how to outline a text so that they can practice retelling the text, using their notes. They also take notes by listening to Mr. Pudewa's verbal presentation of a joke. The techniques taught this week are foundational for this course.



Week 1

University-Ready Writing Video 1 Part 1: 00:00–55:29 Part 2: 55:30–1:40:23

Goals and Homework

- to complete a timed essay
- to learn to take key word notes while reading a source text
- to define *essay*
- to learn to take key word notes while listening to an oral presentation
- to understand the purpose and process of note-taking
- to use your notes to tell back the information

Suggested Daily Breakdown

Day 1

- ❒ Watch Part 1 of Video 1.
- ❒ Take twenty minutes to write an essay from one of the two given prompts.
- ❒ Place your finished essay and the Twenty-Minute Timed Essay Prompts behind the Finished Compositions tab. You will use these prompts and your essay in future lessons.
- ❒ Take notes as Mr. Pudewa lectures on essays. Place your notes behind the Class Notes tab.

Day 2

- ❒ Watch Part 2 of Video 1 starting at 55:30.
- ❒ Refer to the Note-Taking handout as Mr. Pudewa lectures on note-taking. Place this page behind the Note-Taking tab.
- ❒ Read and discuss "Plagiarism." When you finish using this article, place it behind the Class Notes tab.
- ❒ Begin writing a key word outline (KWO) with the class.
- ❒ Write a KWO while Mr. Pudewa tells his joke.

Day 3

- ❒ Finish writing a KWO about "Plagiarism."
- ❒ Test your KWO by retelling it to a partner. Speak in complete sentences. If a note is unclear, check the source and fix the KWO.
- ❒ Place your KWO behind the Class Notes tab.

Day 4

- ❒ Use the KWO that you wrote as Mr. Pudewa told his joke and practice telling the joke. If a note is unclear, fix your KWO. If necessary, rewatch Mr. Pudewa telling his joke.
- ❒ Use your KWO to tell the joke to another person.
- ❒ Place your KWO behind the Class Notes tab.
- ❒ Use this Suggested Daily Breakdown as your checklist.

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The Goals and Homework provide a brief description of the purpose of the lesson and the work that students will accomplish.

The Suggested Daily Breakdown provides a manageable division of the weekly work. Encourage students to use this list as a checklist and to check each box as they complete each task.

Beginning in Lesson 6, students are provided a checklist specific to the assigned composition.

When directed in the Suggested Daily Breakdown, students should watch the video. Direct them to use the corresponding pages to complete the lesson.

Students will place the pages and their notes in their Student Binders behind the appropriate tabs. The tab at the top of each page indicates where a page should be placed.

This timed essay provides a benchmark for students' writing abilities. Direct students to place this page and their completed essays behind the Finished Compositions tab. Students will refer to this handout again in Week 5 and will self-evaluate their essays in Week 6.

Finished Compositions

Twenty-Minute Timed Essay Prompts

Choose either of the following two essay prompts and write an essay to the best of your ability.

1. Many high schools have required students to pass two years of a foreign language class in order to graduate while many universities have the same as a prerequisite for admission. Some people think that these requirements should continue because people all over the world are becoming more interconnected all the time. Additionally, the study of a foreign language requires a level of academic rigor which provides intellectual benefits for students beyond practical use.

   Others, however, believe that such study is unnecessary as many people in the world speak English as a second language, and this is likely to continue. Additionally, we now have voice-recognition translation apps, which allow people who speak different languages to communicate using the microphone and speaker in mobile phones. Thus, study of a foreign language is relatively unneeded in the modern world, and students might use their time to greater advantage.

   In your opinion, should high school students be required to pass two years of a foreign language in order to graduate? In your essay, take a position on this question. You may write about either of the views mentioned, or you may develop another point of view on this issue. Use specific reasons and examples for your position.

2. "Education . . . has produced a vast population able to read but unable to distinguish what is worth reading" (G. M. Trevelyan, 1876–1962, *English Social History*).

   Is Trevelyan's statement true? Are most people today unable to tell the difference between something that is worth reading and something that is not? Compose an essay in which you develop your point of view on this question. Support your argument with reasoning and examples from your observations, experience, or reading.

The skill of note-taking is emphasized throughout this course. This week Mr. Pudewa emphasizes the importance of taking key word notes. Require students to take notes as they listen to the videos throughout this course. Do not allow them to write huge chunks or full sentences. Rather, instruct them to use only key words.

Note-Taking

Use effective listening and reading skills to identify main ideas.

Choose ideas that are important, interesting, and relevant.

Write key words, not phrases, clauses, or sentences.
Only write an entire sentence if you intend to quote the source.

Key Word Outline Method

A key word outline (KWO) is one way to take notes. Key words are the important, interesting, relevant words that indicate the main idea.

How to Take Notes with the Key Word Outline Method

Read the source text.
If the source is an oral presentation, follow the same format.

Choose a maximum of four key words. Symbols, numbers, and abbreviations are free.
Initially, choose key words from each sentence.
Later, choose key words from main ideas.

Transfer those words to the KWO.
Place topic words on Roman numeral lines.
List supporting details below.

TOPIC I. _____
DETAILS
1. _____
2. _____
3. _____
4. _____

TOPIC II. _____
DETAILS
1. _____
2. _____
3. _____
4. _____

How to Test Your Notes

Put the original source aside.

Use your notes to verbally recreate the information in complete sentences.

If a note is unclear, check the source and fix your notes.

Students use this article to practice taking notes from a written source. Mr. Pudewa and his class wrote a key word outline (KWO) for the first two paragraphs. Students outline the third paragraph for homework.

Class Notes

Plagiarism

The first century Roman poet Martial used the Latin word *plagiarius*, literally *kidnapper*, to describe another poet who he claimed had kidnapped some of his verses. In 1620 the term *plagiarism* entered the English language and is today defined as "presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgment."[1] Usually, this is done for personal, social, political, or financial gain.

Plagiarism can be divided into three categories: literal, academic, and commercial. Literal plagiarism occurs when a writer copies the exact wording of someone else's prose and does not give credit to the source. Most common among high school and college students, this can undermine one's reputation among faculty and peers and even result in a poor or failing grade. Academic plagiarism occurs when another's original research and/or ideas are represented as one's own. This has more serious consequences and may even result in expulsion or professional censure. Commercial plagiarism, which may occur in journalism, politics, or business, can result in disgrace, termination, or even lawsuits.

Today, because of the ubiquity of computers and the internet, plagiarism—literal and academic—is increasingly common. It is tempting, sometimes overwhelmingly so, for students to just cut and paste content for their papers. Most universities provide guidelines to help students understand and avoid plagiarism while emphasizing the importance of proper documentation. Many schools use online plagiarism detection software, which compares a submitted paper with a large database of existing papers. These programs mostly search for frequency of word repetition and text string overlaps. Some even employ stylometry, which uses statistics to identify an author's particular usage patterns. Consequently, while a student today can easily copy verbatim from almost anything ever published, modern technology also makes it more likely that the prose kidnapper will be caught.

[1]"Plagiarism." *University of Oxford*, https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism.

I. *1st C, Martial, plagiarus, poet, "kidnapper"*

1. *1620, "representation, another's, language, original"*
2. *personal, social, financial, gain*

II. *categories, literal, academic, commercial*

1. *L, copies, exact, wording, credit*
2. *students, reputation, grade*
3. *A, research, ideas, represented, own*
4. *consequences, expulsion, professional censure*
5. *C, disgrace, termination, lawsuits*

Week 2

Video Summary

This week Mr. Pudewa explains two factors students must consider before writing a paper: audience and length. Mr. Pudewa proceeds to explain the term *paragraph*. In this second lesson, students learn another way to take notes: the stick and branch method. Because this is an effective method for oral presentations, students practice this method while listening to an in-class lecture. Additionally, Mr. Pudewa explains how to write a basic précis.

Week 2

University-Ready Writing Video 2 Part 1: 00:00–1:01:47 Part 2: 1:01:48–1:21:18

Goals and Homework

- to learn how to determine your target audience
- to learn how to determine your paper's length
- to learn to take key word notes using the stick and branch method
- to write a basic précis

Suggested Daily Breakdown

Day 1

- ❒ Watch Part 1 of Video 2.
- ❒ Take notes as Mr. Pudewa lectures on determining your target audience and your paper length. Place your notes behind the Class Notes tab.
- ❒ Use the key word outline method to take notes while listening to the fable.
- ❒ Refer to the Note-Taking handout as Mr. King tells the fable a second time.
- ❒ Use the stick and branch method to take notes while listening to the Magna Carta lecture. Immediately review your notes. Tell back the content as you make sentences in your mind. If a note is unclear, fix your notes. Clarify facts and spelling as needed.
- ❒ Compare your notes with Mr. Pudewa's. Although key points should be similar, everyone has unique outlines.
- ❒ Place your notes and the Note-Taking handout behind the Note-Taking tab.

Day 2

- ❒ Use your notes about the Magna Carta to give a presentation to a friend or family member.
- ❒ Find a ten-minute audio talk such as a sermon, a TED Talk, or a podcast like the *Arts of Language* podcast.
- ❒ Use the stick and branch method to take notes as you listen to your chosen audio talk. Do not pause the audio talk as you take notes.
- ❒ Immediately review your notes. Tell back the content as you make sentences in your mind. If a note is unclear, fix your notes. Clarify facts and spelling as needed.

Day 3

- ❒ Use your notes about your chosen audio talk to give a presentation to a friend or family member.
- ❒ Watch Part 2 of Video 2 starting at 1:01:48.
- ❒ Refer to the Précis Model handout as Mr. Pudewa lectures on writing a précis. Place this page behind the Writing Process tab.

Day 4

- ❒ Using the notes from Mr. Pudewa's lecture, write a 1-paragraph (maximum 100–150 words) basic précis about how to write a précis. You may supplement this information with your own research.
- ❒ Type a rough draft of your précis and ask a friend or family member to provide feedback and edit.
- ❒ Type a final draft of your précis. Use this Suggested Daily Breakdown as your checklist.

Students learn the stick and branch method of note-taking while listening to an oral presentation. Take time to discuss the similarities and differences between the two methods.

Note-Taking

Stick and Branch Method

The stick and branch method is a second way to take notes.

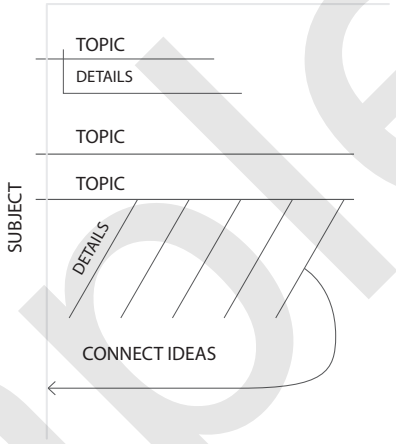
How to Take Notes with the Stick and Branch Method

Turn the paper sideways and begin with a frame along the top and left side of the paper.

Place topic words on the largest branches.

List supporting details on the sticks.

Use lines and arrows to connect ideas.



Compare the Methods

Both methods use key words. While a key word outline arranges information in a linear order, the stick and branch method is more flexible, allowing students to deconstruct a lecture in a highly efficient way.

Key Word Outline

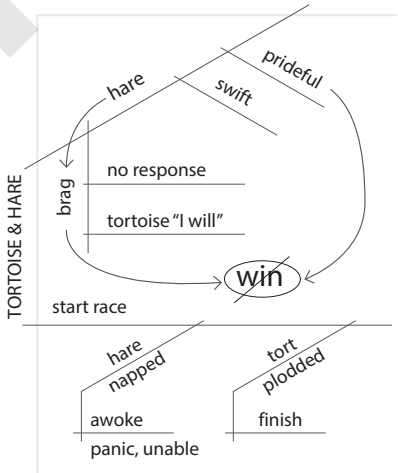
Use the key word outline method to take notes from a written source.

TORTOISE & HARE

1. prideful, hare, swift
2. bragging, challenged
3. tortoise, "I accept"
4. win, try
5. start, hare, shot
6. laid, nap, partway
7. tortoise, crossed, 1st

Stick and Branch

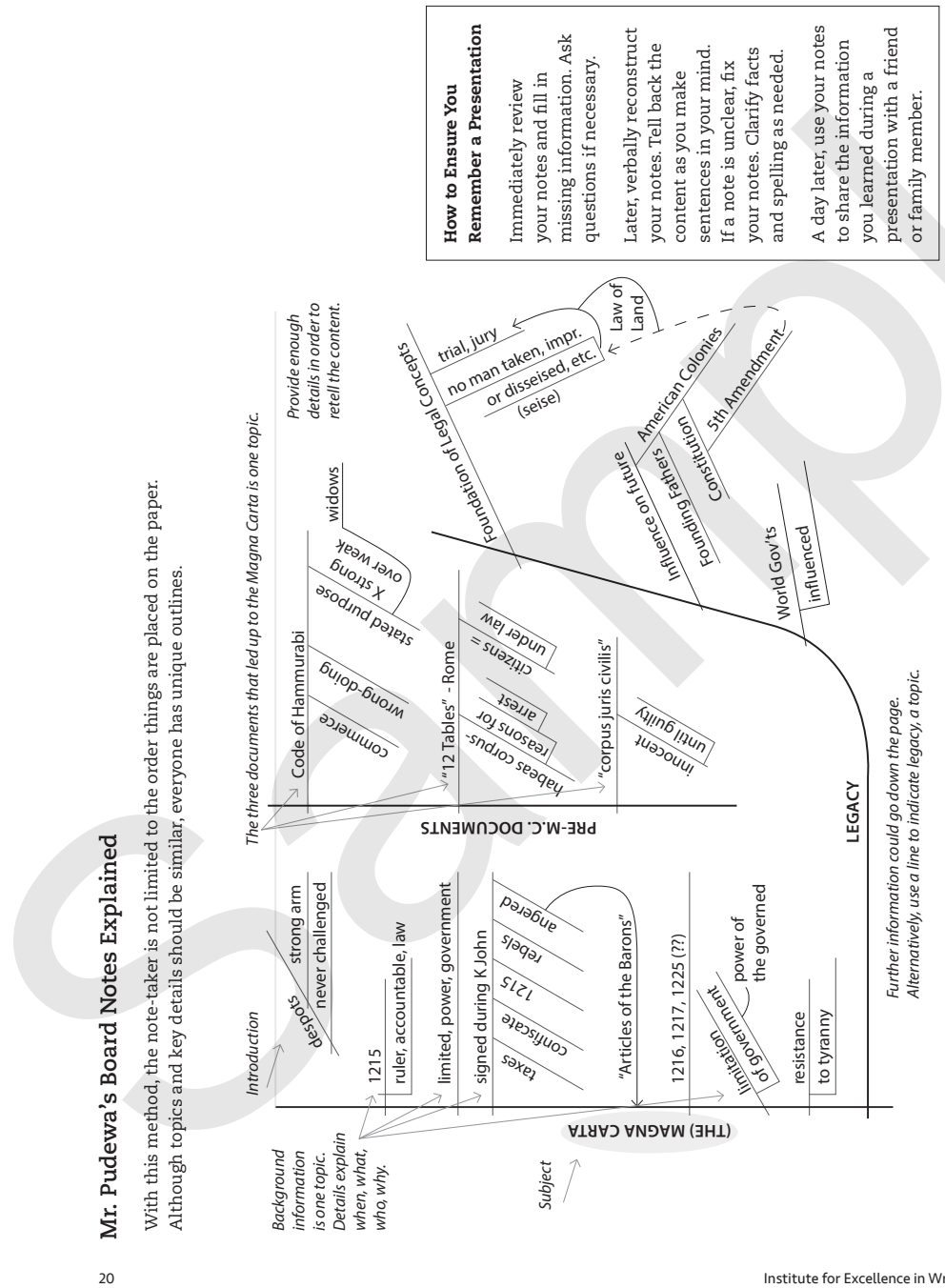
Use the stick and branch method to take notes during an oral presentation.



Students will have several opportunities to practice the stick and branch method throughout this course. Although the curriculum encourages students to compare their notes with Mr. Pudewa's board notes, it does not require that students take notes exactly as Mr. Pudewa does. Place emphasis on noting the primary topics and main ideas while listening to a lecture. Students can determine if their note-taking skills are effective by how well they recall key information when looking at their notes. Every class and each student will have unique outlines.

Mr. Pudewa's Board Notes Explained

With this method, the note-taker is not limited to the order things are placed on the paper. Although topics and key details should be similar, everyone has unique outlines.



How to Ensure You Remember a Presentation

Immediately review your notes and fill in missing information. Ask questions if necessary.

Later, verbally reconstruct your notes. Tell back the content as you make sentences in your mind. If a note is unclear, fix your notes. Clarify facts and spelling as needed.

A day later, use your notes to share the information you learned during a presentation with a friend or family member.

Although a précis is a type of summary, it is not synonymous with a summary. A précis is more analytical than a summary and must retain the tone and main points of the original source. Students are often required to write a précis to show comprehension during the research process.

Writing Process

Précis Model

A précis is a short, concise summary that captures relevant details and demonstrates comprehension of a written source or oral presentation. When writing a précis, use clear, simple, precise language. Remain objective and provide relevant information. If a critical response is requested, include elements four and five to provide opinion about how the author presented the information.

The simplified example below provides a clear pattern of the elements found within a précis. The first sentence must indicate the original source. The précis is not merely a summary. Rather, it is a shortened retelling of the source using the tone, structure, phrasing, and vocabulary found in the original source.

The desired length of a précis varies. A précis of a fictional source is often one paragraph per chapter. A précis of a nonfictional source may range from a single paragraph to one-third of the length of the original source. Always check with instructors for exact requirements.

Five Elements	Simplified Example
1. Introduce the author, title, and date in a main clause followed by a *that* clause containing the author's thesis statement.	In 2014 Andrew Pudewa wrote a two-page satire titled "My Time Visiting Disney," arguing that Disneyland is the most unhappy place on earth.
2. Identify the author's support by listing data and methods.	He uses personal examples of standing in line, walking through stores as he exited rides, and paying exorbitant prices for food and clothing.
3. State the author's purpose, followed by a concise "in order" phrase.	Pudewa boldly criticizes the characters, rides, and shows at the amusement park in California in order to encourage readers to not visit Disneyland.
4. Provide clear, concise critical evaluation regarding the validity of the author's claims.	Although Pudewa had some bad experiences, his time at Disneyland was limited to a crowded day in the middle of summer.
5. Suggest additional information that may help prove or disprove the author's thesis.	Consequently, his short article lacks sufficient information to provide a convincing argument.