ENGLISH 3351: The Dynamics of Language

Instructor: Dr. Polette

Semester: Spring 2021

Credits: 3

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Required Texts

- No More “Look Up the List” Vocabulary Instruction by Charlene Cobb & Camille Blahowicz
- How to Eat a Poem edited by American Poetry Foundation
- Vocabulary Cartoons by Sam Burchers (this book has a red cover)

NB: Be sure to have these texts by the first day of class. If the UTEP bookstore does not have any of the above books for sale, you may want to purchase the book from a web site such as Amazon.com or Half.com and have it shipped to you in one or two days.

Purpose

This course is designed to help you become an independent and critical thinker, writer, & learner; gain a working knowledge of the various manners and modes of language use and literacy development; and discover ways to develop language-based educational activities in the language arts classroom.
Learning Modules

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, directions, examples, assessment criteria, and submission areas are in one area for a given week. *Post all assignments on UTEP’s BlackBoard.*

Communication

- I will communicate with you via [UTEP e-mail](mailto:) and [BlackBoard Announcements](https://blackboard.utep.edu/). I will respond to e-mails within 24 hours, if not sooner. I recommend that you download and install [Outlook Express](https://www.microsoft.com/en-us/outlook/experience) on your phone and/or computer.
- If you need to speak to me face-to-face, I can arrange a telephone call or a Zoom conversation.
- **Check** your [UTEP e-mail](mailto:) and [BlackBoard announcements](https://blackboard.utep.edu/) regularly, *at least once per day.*
- I will have “virtual office hours” via Zoom. I will send out notifications, via e-mail, when the “virtual office hours” will be held. During the “virtual office hours,” please join if you have questions to ask, concerns to express, and/or thoughts to share.

Technology Requirements

- Course content is delivered via the Internet through the [Blackboard learning management system](https://blackboard.utep.edu/). *Be sure that your UTEP e-mail account is working* and that you have access to the Web and a stable web browser. [Google Chrome](https://www.google.com/chrome) and [Mozilla Firefox](https://www.mozilla.org/en-US/firefox/new/) are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.
- Access to a computer/laptop, a scanner, a webcam, and a microphone.
• **Download or update** the following software: *Zoom, Microsoft Office, Adobe Acrobat Reader, QuickTime,* and *Java*. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

• If you **do not** have a word-processing software, *you can download Microsoft Word and other Microsoft Office programs* (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](https://www.microsoft.com) and follow the instructions.

**NB:** If you encounter *technical difficulties* beyond your scope of troubleshooting, please contact the [UTEP Help Desk](https://helpdesk.utep.edu), as the personnel there are trained specifically in assisting the technological needs of students. Please do not contact me for this type of assistance, since, depending on the problem you are encountering, I will most likely not be able to offer you the kind of assistance you may need.

**Grading Scale**

A=90-100% (excellent), B=80-89% (superior), C=70-79% (competent), D=60-69% (less than competent), F=0-59% (failing).

**Grades**

Grades will be based on **overall points** for the course: 750 (50 points for each assignment X 15 weeks = 750 points). 675-750 = A, 600-674 = B, 525-599 = C, 450-524 = D, 0-449 = F.

**Disability**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East,
Room 106. For additional information, please visit the CASS website at https://www.utep.edu/student-affairs/cass/.

**Plagiarism**

If you obtain work from someone else and submit it as your own; if you use any material from another source in your work and do not give direct credit to your source; or if someone with whom you are working creates/ writes any part of the work for you, you are plagiarizing. Acts of plagiarism and other forms of academic dishonesty are absolutely disallowed and will be dealt with swiftly according to UTEP’s established policy.

**Manuscript Form**

All assignments must be typed and must have:

- 12 point font
- Only Times New Roman or Georgia or Century Schoolbook (font)
- black ink
- double-spacing
- one inch margins
- Assignments that do not have these particulars will not be read – and will only merit half credit.

**NB:** Before you post written work, take it to a qualified source for suggestions regarding revising and editing, such as the Tutorial/Writing Center in the UTEP Library: https://www.utep.edu/uwc/. Pay careful attention to the grading criteria for standard academic writing on pages 8-9 and to the assessment form for each assignment.

**Late Work**

- Late assignments lose 20 points per day.
• After two days being late, an assignment will not be accepted; a grade of “0” will be recorded for that assignment.
• Having a grade of 0 for any assignment will adversely affect your overall grade for the course.

Special Circumstances
• If you experience a significant problem during the semester, one that will affect your attendance or grade, please let me know well before the end of the semester so that you and I can take steps to address the problem - especially if the problem will have a potentially adverse effect on your grade.
• If you find that you need support outside of this class, please contact UTEP Counseling and Psychological Services: https://www.utep.edu/student-affairs/counsel/

Writing Skills
Even though all languages are incredible valuable, and each has an essential beauty, power, and grandeur, this is an upper-level English class; as such, you should possess those writing skills that are necessary for you to express your thoughts in clear and effective language in English:
• you should be able to develop your thoughts in a written form that is clear and cohesive;
• should be able to support general assertions with facts, examples, illustrations, and explanations;
• should be able to create a sense of logical coherence in your writing;
• should be able to construct clear and concise sentences;
• should be able to use language that is clear, precise, specific, and concrete;
• should be able to connect your sentences by using transitional devices;
• and should be able to use standard punctuation, mechanical constructions, and spelling.
Special Help

1. If you do not possess the requisite writing skills to be able to construct effective academic prose, or if you are not sure how to construct academic prose (see the grading criteria for standard academic writing on pages 8-9), I strongly advise you to secure assistance from a qualified source and to put together an immediate, proactive plan that will help you become a stronger writer.

2. I will be glad to help you by appointment. I will also be glad to talk with you about an assignment before it is due. If you wish to talk with me about an assignment before it is due, arrange to meet with me online; bring a draft of your assignment and have specific questions about your draft, that is, have questions that will let me know what concerns you have about your work and what, specifically, you wish to discuss.

3. You can receive help online from the Tutorial/Writing Center in the UTEP Library: https://www.utep.edu/uwc/

Questions or Concerns

- If you have any questions or concerns about anything in the syllabus or anything in the course (at any time), please share them with me via e-mail asap.
- If you do not share questions or concerns, then I have no way of knowing what is on your mind or how to be of assistance to you.

Netiquette

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean and/or to misunderstand what others mean given that in online communication there is a lack of vocal inflection, body language, and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.
1. When e-mailing me, please begin with an *appropriate greeting* (e.g., Dear Dr. Polette, or Hello Dr. Polette, or Good Morning Dr. Polette, etc.), and *also provide your name and what class you are in* (e.g., This is _____ _____, and I am in your class, Engl ________ ), since I teach more than one class.

2. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.

3. Respect and courtesy must be provided to classmates and to the instructor at all times. Harassment and/or inappropriate postings or communications are not allowed.

4. When reacting to someone else’s message, *address the ideas*, not the person. Post only what anyone would comfortably state in a face-to-face situation.

5. Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Do not copy documents and paste them to a publicly accessible website, blog, or other space.

**Course Drop Policy**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I may drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. If, however, you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.
Agreement

If you elect to remain in this class, then you are agreeing to adhere to all of the class polices which are detailed in this document and to complete the assignments which are posted on BlackBoard.

Criteria for Standard Academic Writing

A: Development
1. Insightful, original, and general ideas and assertions are supported with facts, examples, illustrations, &/or explanations; facts, examples, illustrations, etc. are developed with explanations.
2. Only one idea per paragraph is asserted and developed.
3. Clear definitions are used where needed; especially for abstract words like “creativity,” “imagination,” “critical thinking,” “thinking skills,” “literacy,” etc.
4. All the directions for the assignment have been followed. NB: Projects, assignments, and written products that do not correspond to the written directions will not receive a passing grade.

B: Organization
1. Each paragraph has a clear topic sentence.
2. Each topic sentence presents one idea to be developed.
3. Each paragraph contains facts, example(s), or an illustration that relates to the idea in the topic sentence.
4. Writing displays a clear sense of order among the sentences within each paragraph. There are no “idea or content gaps”; that is, ideas and facts are connected from sentence to sentence; transitional words and phrases are used where needed.
5. A clear and effective discussion relates the example to the idea in the topic sentence. Eg, each discussion describes the importance or purpose of each example.

C: Wording
1. Simple, energetic language is used in sentences that are clear and direct. Figurative language is employed where appropriate.
2. No passive voice (unless there’s a reason).
3. Sentence variety is present (sentences are not constructed in the same way).
4. Important words and concepts are defined and are used consistently and clearly.

D: Cohesion
1. Transitional words and phrases are used in and among paragraphs and sentences.
2. Parallel constructions are used correctly.
3. Pronouns are used correctly: every pronoun has a clear antecedent.
4. No shifts from past to present tense.
5. All quotations and outside material are introduced; page number and source are
provided.

**E: Sentence Structure, Punctuation, and Spelling**
1. No run-on sentences.
2. No sentence fragments.
3. No dangling modifiers or misplaced (or incorrectly used) phrases.
4. No convoluted sentences: sentences that contain too many disparate ideas, or sentences that are so long or uncoordinated that they fail to convey what they attempt to convey.
5. Proper punctuation: comma, semi-colon, apostrophe, quotation marks, etc. Words are spelled correctly.

**F: Manuscript Form**
1. One inch margins; number the pages at the bottom (center).
2. Use double-spacing.
3. Use twelve point font.
4. Use either Times New Roman or Georgia.
5. Use black ink.
6. The pages of the assignment are numbered.

**Syllabus**

This syllabus is subject to change at my discretion to meet instructional needs and/or to accommodate time constraints; changes may include additional assignments and/or quizzes.

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**Week One: The Importance of Language**

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

**Objectives:**

- to understand the importance of language
- to understand how language shapes thought and perception
• to understand how words originate in emerging consciousness

**Worth:** 50 points

**Due:** January 22, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.

**Late:** Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. *(Do not wait until Friday evening to begin this assignment.)*

**Writing Format:** (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

  • **Font:** use only *Times New Roman*, *Georgia*, or *Century Schoolbook*, 12 point.
  • Double-spacing.
  • One inch margins.
  • Use MicroSoft Word docx.

**Assignment:** Two Viewing Activities & One Writing Activity

**Directions:**

I. **View:** “The Birth of a Word”

  [https://www.ted.com/talks/deb_roy_the_birth_of_a_word/transcript#t-8802](https://www.ted.com/talks/deb_roy_the_birth_of_a_word/transcript#t-8802)
II. View: “How Language Shapes the Way We Think”

https://www.youtube.com/watch?v=RKK7wGAYP6k

III. Write:

- 5 important take-aways from each video
- Provide the time-stamp for each take-away.
- Explain what is important about each take-away — what is important will be your thoughts, reflections, and conclusions. Be sure to ground your articulation of what is important about each “take-away” by referring to the “take-away” itself. See the example below.

Example (use this as a model for your own writing):

Take-Away #1: At the beginning of “The Birth of a Word,” Deb Roy states: “Imagine if you could record your life — everything you said, everything you did, available in a perfect memory store at your fingertips, so you could go back and find memorable moments and relive them, or sift through traces of time and discover patterns in your own life that previously had gone undiscovered” (0:03).

Importance: It seems slightly ironic that Deb Roy asks us to imagine recording our lives, ironic because with the advent and proliferation of social media, many people are unwittingly recording their lives with regular posts to FaceBook, Twitter, Instagram, SnapChat, etc., Many aspects of people’s lives are literally on display in the digital world, yet how many people take the time to search out the patterns of their postings, the nested meanings that inhere in the photos and texts they post? If
people took the time to be more self-reflective about the kinds of images and the
nature of the texts the have construed and posted, the social media landscape, and
by extension, the linguistic consciousness of the current culture could become,
among other things, more thoughtful, more considered, and more mature, because
such a consciousness would no longer be grounded in speed for speed’s sake, a
severely diminished attention span, a need for immediate gratification, and as the
research has made clear, the accompanying anxiety and socio-psychic distress.

**Reminder: Writing Format**

- **Use This Format** (assignments that do not adhere to this format will not be read
  and will receive only 25 points):
  - **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12
    point.
  - Double-spacing.
  - One inch margins.
  - Use MicroSoft Word docx.

**Assessment: 50 points (Late assignments lose 20 points per day late.)**

- 5 “take-aways” from each video
- Each “take-away” is accompanied by a time-stamp.
- What is important about each “take-away” is discussed.
- The “take-aways” follow the example that is provided.
- Use clear sentence structure, clear wording, and effective transitions; be
  sure all sentences connect with each other.
• Use standard grammar/usage, punctuation, and spelling.
• Writing format has been adhered to.

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Week Two: Vocabulary Matters

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

• to understand the importance of student-centered vocabulary instruction
• to understand research-based approaches to vocabulary pedagogy
• to understand a variety of instructional strategies

Worth: 50 points

Due: January 29, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.
Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. (Do not wait until Friday evening to begin this assignment.)

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- **Font**: use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

- **Assignment**: One Reading Activity & One Writing Activity

Directions:

I. **Read**: No More “Look Up the List” Vocabulary Instruction
NB: As you read *No More “Look Up the List” Vocabulary Instruction*, carefully and think about what is being asserted and exemplified in each section of the book.

II. Write:

- 5 important quotations from each section of the book (15 quotations in total)
- Provide the page number for each quotation.
- Explain what is important about each quotation — what is important will be your thoughts, reflections, and conclusions. Be sure to ground your articulation of what is important about each “take-away” by referring to the “take-away” itself. Also, relate what is important about the quotation to the overall meaning of the book.
- See the example below.

**Example (use this as a model for your own writing):**

**Quotation #1.** “That kind of authentic pleasure in the sounds of language is something to be celebrated, it wasn’t taught to [my daughter]. . . . The planned ‘instruction’ . . . wasn’t enough, and the majority of those words in that little vocabulary workbook stayed right where they were” (p. 1).

**Importance:** Sadly, the kind of episode that Cobb describes — that the majority of words in the ‘vocabulary book’ never find a home in the minds and lives of our students — is all too common an occurrence. Because students are not learning words in ways that are personally meaningful and academically important, their
vocabularies languish in the dust heap of linguistic landfills. Which is to say, that because students’ vocabularies, across the country are stalled and stymied at a very low level, their corresponding ability to read is also suffering. For instance, Blachowicz writes on page 19: “Word knowledge matters. When students struggle with reading . . . a very important part of their struggle is with vocabulary.”

Because word knowledge is essential to reading success, and because reading success is an essential component for the ability to think cogently and clearly, then word knowledge is the foundation of the higher levels of cognition and, by extension, agency in the world. As such, students will benefit greatly — as word users, as readers, and as thinkers — if they are taught words in such a way that those words become enshrined in their minds as certificates of meaning.

**Assessment: 50 points (Late assignments lose 20 points per day late.)**

- 5 “take-aways” from each section of the book
- Each “take-away” is accompanied by a page number.
- What is important about each “take-away” is discussed.
- What is important about each “take-away” is discussed in how it relates to another part of the book.
- The “take-aways” follow the example that is provided.
- Use clear sentence structure, clear wording, and effective transitions; be sure all sentences connect with each other.
- Use standard grammar/usage, punctuation, and spelling.
- Writing format has been adhered to.
Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

- to understand the importance of student-centered vocabulary instruction
- to understand research-based approaches to vocabulary pedagogy
- to understand a variety of instructional strategies
- to understand vocabulary strategies through participation

Worth: 50 points

Due: February 5, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.
Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. (*Do not wait until Friday evening to begin this assignment.*)

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- Font: use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

Assignment: Three Writing Activities

Directions:

I. Write: Vocabulary Activity # 1
• **First step**: locate the 8 words in *Vocabulary Cartoons*, note the definition, the part of speech, and the sample sentences in which each of the words is used.

• **Second step**: Answer the following questions about the image above (the woman and the girl on a bus). Use the word and the definition in the answer. Use the third person point of view.

• **Third step**: See the example.
Questions:

1. Is there an example of anyone being hospitable? Explain.
2. Is there anything unwieldy here? Explain.
3. Is there an example of extremity? Explain.
4. Describe in the incomes of the various people.
5. Who might have, or has had, a tirade? Why?
7. Is anyone or anything compatible with something or someone else? Explain.
8. Who is, or was, galled? Explain.

Example:

1. Is there a culprit in the photograph? Explain.

No one appears to be a culprit on the bus. The man staring out the window, the woman holding the umbrella, and the wide-eyed young girl do not present themselves as being guilty of a crime or of having done anything wrong. Because they are all not being furtive, not trying to hide from any officers of the law, they are most likely not culprits.

II. Write: Vocabulary Activity # 2
• **First step**: locate the 10 words in *Vocabulary Cartoons*, note the definition, the part of speech, and sample sentences in which the words are used.

• **Second step**: Use the following words in pairs to describe the image of the ship in a storm-tossed sea. Write 5 sentences in which you use 2 of the words in each of the sentences (do not use a word more than once). Use the third person point of view.

• See the example below.
1. nourish
2. shackle
3. futile
4. explore
5. cram
6. wrench
7. turncoat
8. recite
9. compile
10. detain

**Example:** Futile and Nourish(ment)

Because the ship is being battered by rough waters, the most of the crew, in extreme danger, may be feeling that any attempt to endure the experience is **futile**, that the storm is so severe that they may not survive it, except, of course, for those adrenaline junkies who receive thrilling **nourishment** from being on a boat battered by storm-born waves to the point of near destruction.

**III. Write: Reflective Essay**

- In a 2 page reflective essay (3 paragraphs in length), explain how the 2 vocabulary activities in this learning module (Vocabulary Activity # 1 and # 2) exemplify 3 different ideas/concepts found in *No More ‘Look Up the List’ Vocabulary Instruction*. 
• Begin with a clear thesis statement that presents an assertion.

• Support the thesis with 3 paragraphs; each paragraph should 1 idea.

• Include quotations from *No More ‘Look Up the List’ Vocabulary Instruction*.

• Each paragraph should discuss how the strategies exemplify a different idea in *No More ‘Look Up the List’ Vocabulary Instruction*.

**Assessment: 50 points (Late assignments lose 20 points per day late.)**

• 2 vocabulary activities match the directions and follow the example that is provided. The language is clear and precise.

• In the vocabulary activity, the target words are used correctly (grammatically and syntactically).

• The 3 paragraph reflective essay explains how the vocabulary strategies in the learning module exemplify ideas/concepts in *No More ‘Look Up the List’ Vocabulary Instruction*.

• The reflective essay has a clear thesis statement.

• Each paragraph has a clear topic sentence; each paragraph supports the thesis; each paragraph is clear, cogent, cohesive, well organized, and free from grammatical or mechanical errors.

• Writing format has been adhered to.
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Week Four: Vocabulary Instruction

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

• to understand the importance of student-centered vocabulary instruction
• to understand research-based approaches to vocabulary pedagogy
• to understand a variety of instructional strategies
• to understand vocabulary strategies through participation

Worth: 50 points

Due: February 12, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.
Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. *(Do not wait until Friday evening to begin this assignment.)*

Writing Format: *(NB: assignments that do not adhere to this format will not be read and will receive only 25 points):*

- **Font**: use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**Assignment: Two Writing Activities**

**Directions:**

I. **Write: Vocabulary Questions**

- 10 Words from *Vocabulary Cartoons:*
First step: locate the 10 words in *Vocabulary Cartoons*, note the definition, the part of speech, and sample sentences in which the words are used.

Second step: Answer the following questions about the 10 words. See the example.

1. Which two words are most alike? Explain.
2. Which two words are least alike? Explain.
3. Which word is most like a mirror? Explain.
4. Which word is most like a river? Explain.
5. Which word is most like a stone? Explain.
6. Which word is the loudest? Explain.
7. Which word, if you were forced to, would you get as a tattoo? Why?
8. Which word is most magical? How?
9. Which word is like a bad movie?
10. Which word would be the boss of the other words? Why?

Example (a word not on the list is used):

1. Which word has a toothache?

I think the word *shamble* would be the one most likely to have a toothache. If we recall that *shamble* is etymologically derived from the Old Dutch word for “table legs . . . especially those used for tables in a meat market,” then it would make sense that, because meat would regularly have been cut and cleaved on the table held up
by “shambles,” then *shamble* would have suffered many severe blows, enough to fracture it, giving it a metaphorical kind of *toothache*.

**II. Write: A Reflective Essay**

Write a 2-3 page reflective essay in which you discuss:

a. how you made choices, in general, for the answers to the questions, that is, the mental process you employed; provide at least two examples;

b. how this activity exemplifies at least two different ideas in *No More ‘Look Up the List’ Vocabulary Instruction*; clearly discuss each idea and provide the page numbers.

**Assessment: 50 points** *(Late assignments lose 20 points per day late.)*

- The vocabulary activity follows the directions and follows the example that is provided. The language is clear and precise.

- In the vocabulary activity, the target words are used correctly (grammatically and syntactically).

- The 2-3 page reflective essay explains how the vocabulary strategies in the learning module exemplify 2 ideas/concepts in *No More ‘Look Up the List’ Vocabulary Instruction*.

- The reflective essay has a clear thesis statement.

- Each paragraph has a clear topic sentence; each paragraph supports the thesis; each paragraph is clear, cogent, cohesive, well organized, and free from grammatical or mechanical errors.

- Writing format has been adhered to.
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Week Five: Vocabulary Instruction

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

- to understand the importance of student-centered vocabulary instruction
- to understand research-based approaches to vocabulary pedagogy
- to understand a variety of instructional strategies
- to understand vocabulary strategies through participation

Worth: 50 points

Due: February 19, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.
Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. *(Do not wait until Friday evening to begin this assignment.)*

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- **Font**: use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

Assignment: **One Reading Activity and Two Writing Activities**

Directions:

I. **Write: Vocabulary and Personal Experience**

- The words that are underlined in each sentence are taken from *Vocabulary Cartoons*. 
**First:** locate each word in *Vocabulary Cartoons*, note the definition, the part of speech, and how it is used in the sample sentences.

**Second:** answer the questions; in your answer refer to a specific experience conveyed in 2–4 sentences; use the word and definition in your answer; follow the example.

1. Describe a time when you had to exercise mental or physical **agility**:
2. Describe a time when you **carped** about something:
3. What is the most **colossal** thing in your life?
4. When is the last time you **divulged** something?
5. What **encumbers** you?
6. Describe a time when you were **jocular**:
7. When is the last time your **prevailed**?
8. When is the last time you **ratified** something?
9. When is the last time you provided **succor** to someone?
10. Would you like to **vegetate**? Why or why not?
11. When is the last time you were **whimsical**?
12. When is the last time you expressed **zeal**?

**Example:**

8. **Ratify**, which is a **verb**, means “to approve something formally, to confirm” (p. 196).

I wish that I had been asked to **ratify** something significant, such as a decree that would reclassify Pluto as a planet, but such is not the case. Instead and most
recently, my only act of ratification occurred when I wanted to change the password on my auto insurance account. I was asked to ratify, or to confirm, my date of birth, and nothing more, before I was able to proceed. And so, while I drive over the Earth with new insurance card in hand, Pluto will continue its orbit near the Kuiper Belt as a planet no more.

II. Write: A Reflective Essay

Write a 2-3 page reflective essay in which you discuss:

1. how you made choices, in general, for the answers to the questions, that is, the mental process you employed; provide at least two examples;

2. how this activity exemplifies at least two different ideas in No More ‘Look Up the List’ Vocabulary Instruction; clearly discuss each idea and provide the page numbers.

Assessment: 50 points (Late assignments lose 20 points per day late.)

- The vocabulary activity follows the directions and follows the example that is provided. The language is clear and precise.

- In the vocabulary activity, the target words are used correctly (grammatically and syntactically).

- The 2-3 page reflective essay explains how the vocabulary strategies in the learning module exemplify 2 ideas/concepts in No More ‘Look Up the List’ Vocabulary Instruction.

- The reflective essay has a clear thesis statement.
• Each paragraph has a clear topic sentence; each paragraph supports the thesis; each paragraph is clear, cogent, cohesive, well organized, and free from grammatical or mechanical errors.

• Writing format has been adhered to.

**English 3351: Spring 2021**

**Week Six: Vocabulary & Interpretation**

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

• to understand the how to use vocabulary in an interpretative activity

• to understand research-based approaches to vocabulary pedagogy

• to understand an instructional strategy

Worth: 50 points
Due: February 26, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.

Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. (Do not wait until Friday evening to begin this assignment.)

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**Assignment: One Reading Activity and Two Writing Activities**

**Directions:**

1. **Read**

Read: “All I Want” by Luci Tapahonso

As you read, notice that kinds of things that the speaker in the poem “wants”. What does she state that she wants? What else might she want but not state? Notice, too,
the focus on concrete, sensory details and images in the poem, and how they are
grounded in every day experiences.

All I Want by Luci Tapahonso

All I want is the bread to turn out
like hers just once
brown crust
soft, airy insides
rich and round

That is all.

So I ask her: “How many cups?”

“Ah yaa ah,” she says
tossing flour and salt into a large,
silver bowl. I don’t measure with cups.
I just know by my hands,
just a little like this is right, see?
You young people always ask
those kinds of questions,
she says,
thrusting her arms into the dough
and turning it over and over again.
The table trembles with her movements.

I watch silently and this coffee is good,
strong and fresh.
Outside, her son is chopping wood,
his body an intense arc.
The dull rhythm of winter
is the swinging of the axe
and the noise of children squeezing in
with small sighs of wind
through the edges of the windows.

She pats and tosses it furiously
shaping balls of warm, soft dough.

“There, we’ll let it rise,”
she says, sitting down now.

We drink coffee and there is nothing
like the warm smell of bread rising
on windy, woodchopping afternoons.

II. Write: Vocabulary and Personal Experience

- The words that are underlined in each sentence are taken from Vocabulary Cartoons.

![Vocabulary Cartoons](image)
**First:** locate each word in *Vocabulary Cartoons*, note the definition, the part of speech, and how it is used in the sample sentences.

**Second:** answer any 5 the questions (do not answer question #8, since it is used in the example); in your answers refer to and cite the poem; use the word and definition in your answers; follow the example.

1. Where in the poem is an example of mental or physical **agility**?
2. Is anyone **carping** about anything in the poem? Explain
3. What is most **colossal** in the poem? Explain.
4. Does the grandmother **divulge** anything? Explain.
5. What **encumbers** the speaker in the poem?
6. Is anyone in the poem **jocular**? Explain.
7. Does anyone in the **prevail**? Explain.
8. Is anything in the poem being **ratified**? Explain.
9. Is anyone in the poem providing **succor**? Explain.
10. Is anyone in the poem **vegetating**? Explain.
11. Is anyone in the poem being **whimsical**? Explain.
12. Is anyone in the poem expressing **zeal**? Explain.

**Example:**

8. Is anything in the poem being **ratified**? Explain.

**Ratify**, which is a **verb**, means “to approve something formally, to confirm” (p. 196).

In “All I Want,” there are no formal acts of **ratification**. Even though the speaker seeks a kind of declarative **confirmation** for her way of knowing, which is mental and
measured, she is initially not given what she desires. She speaker begins the poem with, “All I want is the bread to turn out / like hers just once” and then proceeds to ask her grandmother, “How many cups?” Instead of offering the speaker an answer that would formally confirm what she wants by providing her with a kind of mathematical certainty, however, the grandmother simply shows her how to make bread and invites her into the felt world of baking. In this way, the grandmother offers, paradoxically, a ratification of sensory experience and the knowledge of making on an intuitive level, something the speaker needs more than measured certainty.

II. Write: A Reflective Essay

In a 2 page reflective essay, discuss either 3 important things you learned by engaging in this activity or 3 pedagogical benefits of this activity. Provide an example for each of the 3 things you discuss.

Assessment: 50 points (Late assignments lose 20 points per day late.)

- The vocabulary activity follows the directions and follows the example that is provided. The language is clear and precise.
- In the vocabulary activity, the target words are used correctly (grammatically and syntactically).
- The 2 page reflective essay explains either what you learned or the pedagogical value.
- The reflective essay has a clear thesis statement.
• Each paragraph has a clear topic sentence; each paragraph supports the thesis; each paragraph is clear, cogent, cohesive, well organized, and free from grammatical or mechanical errors.
• Writing format has been adhered to.

**English 3351: Spring 2021**

**Week Seven: Vocabulary & Interpretation**

>> Read the Learning Module and the Directions **2 times before** you begin. <<

If you have any questions, please contact me.

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**Objectives:**

• to understand the how to use vocabulary in a writing activity

• to understand research-based approaches to vocabulary pedagogy

• to understand an instructional strategy

**Worth:** 50 points

**Due:** March 5, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.
Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. *(Do not wait until Friday evening to begin this assignment.)*

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- **Font**: use only *Times New Roman*, *Georgia*, or *Century Schoolbook*, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**Assignment: Two Writing Activities**

**Directions:**

**I. Write**

- 10 Words from *Vocabulary Cartoons:*

![Vocabulary Cartoons](image)
fetch prototype abound zeal quack

shamble inept literate splice embark

1. Write an excuse; use 6 words from the 10 words from *Vocabulary Cartoons*.

2. Tell why you are making an excuse (what you did or what you didn’t do.)
   
   ____________________ because ________________________________.

3. From how the words are used, the reader should understand what they mean – use the word, then use synonyms or words from the definition in a sentence or phrase before or after the words. Put the words in *italics*; underline the synonyms or words from the definition.

**Example:** Use this as your model. Be sure the excuse is a robust paragraph, not just a few sentences.

**Excuse:** abduct, inhabit, encroach, frenzy, truculent, ruthless.

   Mom, I didn’t take out the trash last night as you asked me to do. I think if you understand the reason you won’t be angry with me; and you and I both know that you don’t like being truculent. As mind-blowing as this sounds, as soon as I stepped outside to take out the trash, I encountered and was *abducted* by aliens; that’s right, *kidnapped* by creatures from another galaxy. Tried as I might, I could not move; I was under their weird alien, green-eyed, big-headed, gray-skin-that-needed-moisturizer hypnotic control. Stunned, I was awash with dread as they *stepped* towards me. While they *encroached* upon me, I felt myself give way to *frenzy*, you know, the kind of agitated feeling that the main character in Poe’s “The Tell-Tale
Heart” felt before he broke down and confessed his crime to the police. They then revealed a huge roll of tinfoil; without mercy, without kindness or compassion, they ruthlessly wrapped me in foil — as if I were a potato being shrouded for the baking. Before I could utter a cry for help (oh, what an unlucky spud I had become), I was beamed up into a potato-shaped spacecraft. We traveled light years in seconds and landed on the planet they inhabit, one upon which no human could live (the atmosphere is made of tiny potatoes). Luckily, I was able to commandeer one of their spacecraft and fly home. And that’s why I didn’t take out the garbage.

II. Write: A Reflective Essay

In a 2 page reflective essay, discuss either 3 important things you learned by engaging in this activity or 3 pedagogical benefits of this activity. Provide an example for each of the 3 things you discuss.

Assessment: 50 points (Late assignments lose 20 points per day late.)

- The vocabulary activity follows the directions and follows the example that is provided. The language is clear and precise.
- In the vocabulary activity, the target words are used correctly (grammatically and syntactically).
- The 2 page reflective essay explains either what you learned or the pedagogical value.
- The reflective essay has a clear thesis statement.
• Each paragraph has a clear topic sentence; each paragraph supports the thesis; each paragraph is clear, cogent, cohesive, well organized, and free from grammatical or mechanical errors.

• Writing format has been adhered to.

English 3351: Spring 2021

Week Eight: Poetic Imagery

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

• to understand the how to use specific language to create an image

• to understand the dialectical between general and specific

• to understand an instructional strategy

Worth: 50 points
Due: March 12, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.

Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. (Do not wait until Friday evening to begin this assignment.)

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- Font: use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

Assignment: One Reading Activity and Two Writing Activities

Directions:

I. Read

Read “There is No Word” by Tony Hoagland

There Is No Word by Tony Hoagland

There isn’t a word for walking out of the grocery store with a gallon jug of milk in a plastic sack that should have been bagged in double layers
—so that before you are even out the door
you feel the weight of the jug dragging
the bag down, stretching the thin
plastic handles longer and longer
and you know it’s only a matter of time until
the strap breaks or the bottom suddenly splits
and spills its contents to the ground.
There is no single, unimpeachably precise word
for that vague sensation of something
moving away from you
as it exceeds its elastic capacity
which is too bad because that is the word
I would like to use to describe
standing on the street and chatting with a friend,
as the awareness gradually dawns on me that he
is no longer a friend,
but only an acquaintance
—until this moment as we say good-bye,
when I think we share a feeling of relief,
an unspoken recognition
that we have reached the end of a pretense
—though to tell the truth,
what I already am thinking

is that language deserves the credit—
how it will stretch just so much and no further;
how there are some holes it will not cover up;

how it will move, if not inside, then
around the circumference
of almost anything—

how, over the years, it has given me back
all the hours and days, all the
plodding love and faith, all the

misunderstandings and secrets and mistakes
I have willingly poured into it.


• One thing that Hoagland is doing in the poem is articulating his discovery, and
  perhaps frustration, that some words do not exist to describe certain experiences. For instance, Hoagland writes:

  There isn’t a word for walking out of the grocery store
with a gallon jug of milk in a plastic sack
that should have been bagged in double layers

—so that before you are even out the door
you feel the weight of the jug dragging
the bag down, stretching the thin

plastic handles longer and longer
and you know it’s only a matter of time until
the strap breaks or the bottom suddenly splits
and spills its contents to the ground.

• Notice the extended image he conveys, the **concrete language** to express a
  specific, particular experience: *a gallon of milk, not double-bagged, dragging the
  bag down, stretching the plastic handles longer and longer.* . . .

II. **Write**

• Think of 7, specific and concrete experiences (experiences that appeal directly to
  the senses) for which there are no specific words.

• The experiences should be specific, concrete, and based on your experience.

• Avoid using abstract words.

• The language should be concrete, specific, and vivid; it should present a clear
  image to the reader — **this is important.**
• Use this format: There is no word for the experience of . . .

➢ For instance, this would be the kind of writing to avoid: There is no word for the experience of being happy because you wake up and it is a beautiful day. (The words “happy” and “beautiful” are too vague to communicate anything specific and concrete. Instead, model your three experiences on the following examples (the more vivid, concrete, and specific, the better):

Examples to Emulate:

1. There is no word for the experience of watching a Great Blue Heron fish in the cattails, easing ahead with the stealth of a lover composing a letter, the hungry words looping and blue as they coil and uncoil, as they kiss and sting.

2. There is no word for experience of standing in the kitchen and weeping as you slice onions on an overcast day, where the clouds are thick and heavy as huge bags of socks, while in the background, the only noise is a stuttering fan; then, the doorbell rings.

3. There is no word for the experience of watching a sudden gust of wind shake loose the snow on the branch of a mulberry tree and noticing that when the snow falls it keeps the shape of the branch, falling in a straight line like a conductor’s baton at the end of a silent symphony.

4. There is no word for the experience of sitting alone in a nearly empty café on a winter’s night, while the snow is just beginning to fall, with a glass of ice
water on your table, and having the sudden, overwhelming feeling, because you've been alone so long, to eavesdrop on the conversations of the cooks.

II. Write: A Reflective Essay

Write a 3 page essay in which you (1) describe how you came up with the experiences for which there are no single words (give examples), and (2) what you learned by engaging in this activity.

Assessment: 50 points (Late assignments lose 20 points per day late.)

- The vocabulary activity follows the directions and follows the example that is provided. The language is clear and precise.
- In the vocabulary activity, the target words are used correctly (grammatically and syntactically).
- The 3 page reflective essay how you arrived at the experiences and what you learned.
- The reflective essay has a clear thesis statement.
- Each paragraph has a clear topic sentence; each paragraph supports the thesis; each paragraph is clear, cogent, cohesive, well organized, and free from grammatical or mechanical errors.
- Writing format has been adhered to.
English 3351: Spring 2021

Week Ten: The Cento

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

- to understand the how to synthesize poetic language
- to understand how to read carefully
- to understand an instructional strategy
- to use flexible, analytical, and evaluative thinking
- to engage in the writing process

Worth: 50 points

Due: March 26, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.
Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. (Do not wait until Friday evening to begin this assignment.)

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- Font: use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

Assignment: One Reading Activity and Two Writing Activities

Directions:

I. Read: How to Eat a Poem (all the poems)

II. Write: A Cento Poem
What Is a Cento Poem?

A cento poem is a work of poetry that is composed of various lines taken from different poems. The word “cento” is derived from a Latin word meaning “patchwork garment” — and a cento poem is just that — patchwork poetry (also known as a ‘collage poem’).

With cento poems, a writer can pay homage to another poet, or use lines from another work for satire purposes.

How to Write a Cento Poem

When you write a cento poem, you select lines from published poems to create a new poetic form — a Cento poem.

1. **Read all of the poems in How to Eat a Poem.** This book will provide you with plenty of authors and a pool of content to choose from when writing and structuring your cento.

2. **Balance the borrowed text.** Choose 14 lines: 1 line from 14 different poems; the lines should connect via idea or image — do NOT try to rhyme the lines in the poem.

3. **Match tenses and POV.** Borrowing lines isn’t a free-for-all. If you choose a first-person perspective, keep all the lines in the first person. If you choose a third-person perspective, keep all the lines in the third person. The same rule applies to tenses. **If your cento begins in the past tense, keep it in the past tense.** If your cento begins in present tense, keep all lines in the present tense.
4. **Cite your sources.** When you write a cento, it is important to note whose poetry you have taken to include in your own. A cento does not mean you are passing published work off as your own original creation. A works cited section lets the reader know you are crediting the authors, as well as which other poems they can read should they be interested in investigating the source further.

5. **Write a cento that has 14 lines; each line must be taken from a different poem in *How to Eat a Poem.* At the end of the poem, provide the author and title of the original line and the page number. The goal is to choose 14 lines from 14 different poems and to arrange the 14 lines so that they make sense; the 14 lines should not just be thrown together without any sense of meaning or coherence.

Here is an example of a Cento (the lines are not taken from poems in *How to Eat a Poem*):

Speak gently, Spring, and make no sudden sound,

I'd much rather sit there in the sun.

The golden crocus reaches up,

And everywhere the great green smell,

A coat of clover cloaks the hills.

The wind is passing through,

Stirs the dancing daffodil

Deep in their long-stemmed world.
Sources:

Lew Sarett, “Four Little Foxes”
Ruth Krauss, “Song”
Walter Crane, “The Crocus”
Kathryn Worth, “Smells”
Jack Prelutsky, “The Four Seasons”
Christina Rossetti, “Who Has Seen the Wind?”
Sara Coleridge, “The Months”
Margaret Wise Brown, “Green Stems”

Another (partial example) Example of a Cento:

The Oxford Cento

If the sun shines but approximately 1
Only where love and need are one, 2
Who in this Bowling Alley bowl’d the Sun? 3
Of whom shall we speak? For every day they die 4
Younger than their kids — jeans, ski-pants, sneakers. 5
And the stars never rise but I see the bright eyes 6
Waking far apart on the bed, the two of them. 7
And so it was I entered the broken world. 8

Sources:

1 Laura Riding, “The World and I.”
2 Robert Frost, “Two Tramps in Mud Time.”
3 Edward Taylor, “The Preface” to “God’s Determinations Touching His Elect.”

4 W. H. Auden, “In Memory of Sigmund Freud”

5 James Merrill, “Self-Portrait in TyvekTM Windbreaker.”

6 Edgar Allan Poe, “Annabel Lee.”

7 John Ashbery, “Decoy.”

8 Hart Crane, “The Broken Tower.”

III. Write: A Reflective Essay.

• After you have written your cento poem, write a 3 page essay (double-spaced).

• First, describe HOW you constructed your cento, that is, talk about the process of selecting and arranging the 14 lines in the poem.

• Second, discuss 3 important things you discovered by creating this cento. Be specific. Use the word “I” in your essay; talk about your experience in your voice.

Assessment Form: 50 points (Late assignments lose 20 points per day late)

• The cento poem has 14 lines; each line is taken from a different poem in How to Eat a Poem.

• Each line is cited: Author, Title of Poem, and Page Number

• The cento “makes sense,” has coherence, uses consistent point of view and verb tense; it does not rhyme.

• The essay, three pages in length, explains how the cento was constructed and what you learned by writing the cento.
English 3351: Spring 2021

Week Eleven: Poetry and Vocabulary

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

• to understand the how to interpret poetry

• to understand how to apply new vocabulary to poetic texts

• to understand an instructional strategy

• to use flexible, analytical, and evaluative thinking

Worth: 50 points

Due: April 2, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.
**Late:** Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. (*Do not wait until Friday evening to begin this assignment.*)

**Writing Format:** (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**Assignment:** **One Reading Activity and Two Writing Activities**

**Directions:**

I. Read
II. Write

1. Choose **5 different words** from *Vocabulary Cartoons* and explain how each of them represents an idea or an aspect of a different poem in *How to Eat a Poem* (**5 words, 5 different poems**).

2. Provide the word and its definition; state which poem it represents (title, author, and page number). Use the word and definition in the answer. Place the word and the definition in bold.

3. You do NOT need to cite the entire poem; you only need to cite a few lines from the poem.

4. Explain how the word represents the poem. You should quote the word’s definition and the poem, and you should cite lines from the poem to support your assertion.

5. See the **examples**; use them as **models** for your own writing.

   ➢ **Example** (examples are not from *How to Eat a Poem*):
   
   ➢ You do not need to include a copy of the poem with your answers.

   **Morning** by Paul Zimmer

   Rooster nudges
   
   the sun out of bed.

   Alarms jangle,
   
   sing, or speak
to restless dreamers.

Hot showers and fresh coffee
transform zombies
into humans
while razors, combs,
toothpaste, and brushes
work in two-minute shifts.

Backpacks and briefcases
swallow books
and notes for breakfast.

Engines hum
heels click
and doors thud
behind ambition.

1. **Evince** (verb, definition: to show or demonstrate clearly) connects with

“**Morning**” by Paul Zimmer (page 7).

**Connection:** In the poem, the author *evinces* that morning is burgeoning with
activity. The images she chooses to use in the poem demonstrate the various
activities of morning; for instance, she tells us that “alarms jangle, / sing, or speak,”
that “Backpacks and brief cases / swallow books,” and that “Engines hum / heel
click.” By employing such energetic agents as alarms, backpacks, and engines in her poem, Zimmer clearly shows that morning is a dynamic time of day.

**MANGOES by Lesléa Newman**

I’ve got to know before I go,
do mangoes grow in heaven?

Without that treat that tastes so sweet
don’t want no seat in heaven.

If there ain’t none — at least a ton —
won’t be no fun in heaven.

If they substitute another fruit
I’ll give the boot to heaven.

A mango a day like the good doctor say
and I’ll make my way to heaven.

Will a mango slide through my fingers and glide
down my throat as I float up to heaven?

Now say for real, are there mangoes to steal
and peel on the way up to heaven?

If you say no, Lesléa won’t go —
no mangoes isn’t heaven!
2. **Exalt** (verb, definition: to raise highly) connects with “Mangos” by Leslea Newman (p. 165)

**Connection:** In this poem, the author writes about a certain individual who **exalts** mangos to an extreme. The speaker of the poem **glorifies** mangos so much that she states, “do mangos grow in heaven? / If they substitute another fruit, I'll give the boot to heaven.” What blew me away when I read this was the fact that the speaker would give up heaven because she would rather have mangos. Heaven is considered the greatest goal in life for many followers of the Catholic and Christian faith, so why, I wonder, would the speaker in the poem opt out of heaven, if there were no mangos there? The fact that she would opt out reveals her obsession with mangos, but maybe there is more. Maybe the speaker’s way of describing mangos is her way of **praising** them, so that for her mangos are the only heaven worth having.

**Assessment:** **50 points** (Late assignments lose 20 points per day late.)

- 5 words from Vocabulary Cartoons connect to 5 poems from How To Eat a Poem.
- The words provide the basis for an interpretation, one below the denotative level.
- The connections are clear and insightful.
- Each paragraph in each answer has a clear and effective topic sentence.
- Each paragraph contains a citation from the poem.
- Each paragraph is clearly structured and is coherent and cohesive.
- No mechanical errors.
English 3351: Spring 2021

Week Twelve: Picture Book and Vocabulary Development

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

- to understand how to generate words with a picture book
- to understand how to use fluency and flexibility
- to understand an instructional strategy
- to use flexible, analytical, and evaluative thinking

Worth: 50 points

Due: April 9, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.
Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. *(Do not wait until Friday evening to begin this assignment.)*

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- **Font**: use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

**Assignment: Three Writing Activities**

**Directions:**
I. View: Carefully examine the illustration. Notice that the illustration is packed with myriad items which, when named, begin with the letter “M”. For example: Mice.
II. Write:

- Make a list of 42 words that “name” something in the illustration that begins with the letter “M”.
- The list of 42 words that begin with the letter M should be comprised of 20 nouns, 10 verbs, 6 adjectives, and 6 adverbs.

NB: Objects that can be named with nouns will be easy to spot in the illustration. Verbs, adjectives, and adverbs will require more thought, since you will need to infer them from what is presented in the illustration; you might consider consulting a dictionary for these three kinds of words.

Example:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mice</td>
<td>Meander</td>
<td>Myriad</td>
<td>Myopically</td>
</tr>
</tbody>
</table>

III. Write:

Write: Using at least 10 of the M-words you have generated, write 1 clear and well-constructed sentence. In the sentence be sure to use M-words that are Nouns, Verbs, Adjectives, and Adverbs. The sentence can describe the illustration, or it can describe something else. The sentence must “make sense,” though it can be whimsical, zany, or even surreal.
Assessment: 50 points (Late assignments lose 20 points per day late.)

- 42 words that begin with M and that refer to items/ideas in the illustration: 20 nouns, 10, verbs, 6 adjectives, 6 adverbs
- a sentence containing 10 M-words: nouns, verbs, adjectives, adverbs
- all directions have been followed
- no mechanical errors

English 3351: Spring 2021

Week Thirteen: Creative Vocabulary Development

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

- to understand how to generate words creatively
- to understand how to use fluency and flexibility
- to understand an instructional strategy
- to use flexible, analytical, and evaluative thinking
**Worth:** 50 points

**Due:** April 16, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.

**Late:** Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. *(Do not wait until Friday evening to begin this assignment.)*

**Writing Format:** (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use Microsoft Word docx.

**Assignment:** Three Writing Activities

**Directions:**

**I. View:**

![Illustration](image)

• Here are 27 words that begin with the letter “F” which relate to various aspects of the image.

<table>
<thead>
<tr>
<th>fabricated</th>
<th>fading</th>
<th>failing</th>
<th>faint</th>
<th>falter</th>
</tr>
</thead>
<tbody>
<tr>
<td>fancy</td>
<td>farewell</td>
<td>fast</td>
<td>fact</td>
<td>feeble</td>
</tr>
<tr>
<td>fence</td>
<td>field</td>
<td>figures</td>
<td>fine</td>
<td>final</td>
</tr>
<tr>
<td>first</td>
<td>fissure</td>
<td>fixtures</td>
<td>flank</td>
<td>flat</td>
</tr>
<tr>
<td>fleet</td>
<td>fling</td>
<td>flip</td>
<td>floundr</td>
<td>fonts</td>
</tr>
<tr>
<td>fractured</td>
<td>freefall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Write:

- Choose any 15 of the “F” words and explain how each of them relates to the image. To do so, provide the definition of each word and then explain.

   Example:

1. Fact (a thing that is indisputably the case): It is an indisputable fact — meaning it cannot be argued against, because the item in question clearly reveals itself to human sense perception and cognition — that there are 13 clear and evident “F’s” in the image above. It is also a fact that the letter F is the 6th letter of the alphabet.

III. Write:

- First: Generate a list of 25 words that begin with the letter “B” which relate to some aspect of the image of “B’s” above. Strive for words that are not ordinary (eg., not big or black or bold). You may wish to consult a dictionary, since this activity requires a good deal of inference. Take your time when coming up with the B words.
**Examples**: base, below, behemoth, brutal (do not include these in your list).

- **Second**: Explain how 15 of the B words relate to the image; provide the definition. Be precise in your explanation.

  **Example**:

  1. **Behemoth** (something enormous): the B in the center of the image is a behemoth because, compared to the other B’s, it is enormous.

**Assessment**: 50 points (Late assignments lose 20 points per day late.)

- 42 words that begin with M and that refer to items/ideas in the illustration: 20 nouns, 10, verbs, 6 adjectives, 6 adverbs
- a sentence containing 10 M-words: nouns, verbs, adjectives, adverbs
- all directions have been followed
- a 2-3 page reflective essay that discusses the process of word generation and 3 educational benefits of the activity
- essay: clear, well organized, cogent, cohesive
- no mechanical errors

**English 3351: Spring 2021**

**Week Fourteen: Creative Vocabulary Development**
>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

Objectives:

- to reflect
- to understand instructional strategies
- to use flexible, analytical, and evaluative thinking

Worth: 50 points

Due: April 23, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.

Late: Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. (Do not wait until Friday evening to begin this assignment.)

Writing Format: (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):
• Font: use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
• Double-spacing.
• One inch margins.
• Use MicroSoft Word docx.

Assignment: One Writing Activity

Directions:

I. Write:

In a 5 page reflective essay, describe the educational values of both the Anamalia and the Letters Alive activities (week 12 and week 13).

• Explain the values of the process of working with and generating words for each activity.
• Describe how middle school or high school students could benefit linguistically and educationally from engaging in these activities; include citations from No More “Look Up the List” Vocabulary Instruction to support your assertions.

Assessment: 50 points (Late assignments lose 20 points per day late.)

The essay is 5 pages in length and:

• Explains the values of the process of working with and generating words for each activity.
• Describes how middle school or high school students could benefit linguistically and educationally from engaging in these activities; includes citations from *No More “Look Up the List” Vocabulary Instruction* to support your assertions.

• Meets the requirements for standard academic writing (pp. 8-9 in the class policy document).

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**English 3351: Spring 2021**

**Week Fifteen: Vocabulary & Interpretative Analysis**

>> Read the Learning Module and the Directions 2 times before you begin. <<

If you have any questions, please contact me.

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**Objectives:**

• to use vocabulary as a means for interpretative analysis

• to engage in close, critical reading

• to make and support assertions
• to understand instructional strategies

• to use analytical and evaluative thinking

**Worth:** 50 points

**Due:** April 30, 2021 (Friday) by 11:00 p.m. Upload to BlackBoard.

**Late:** Late assignments will lose 20 points per day late. An assignment is late if it is uploaded to BlackBoard by 11:01 p.m. or after on the due date. *Do not wait until Friday evening to begin this assignment.***

**Writing Format:** (NB: assignments that do not adhere to this format will not be read and will receive only 25 points):

- **Font:** use only Times New Roman, Georgia, or Century Schoolbook, 12 point.
- Double-spacing.
- One inch margins.
- Use MicroSoft Word docx.

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**Assignment:** One Reading and Two Writing Activities

**Directions:**

**I Read:**
• Read the following expositions from works of fiction.

II. Write:

• Answer the question that follows expositions, 3-6.

• Choose one word — the most appropriate word — from the list that is provided after each exposition which best describes the character in expositions 3-6.

• Since, in effect, you are making an interpretative argument, begin with a topic sentence that mentions the character and the word that best describes him/her.

  Cite the exposition directly to support your assertion and to develop your argument.

• Study the sample answers that are provided and model your answers on them.

1. Exposition from “The Necklace” by Guy de Maupassant

She was one of those pretty and charming girls who are sometimes, as if by a mistake of destiny, born in a family of clerks. She had no dowry, no expectations, no means of being known, understood, loved, wedded by any rich and distinguished man; and she let herself be married to a little clerk at the Ministry of Public Instructions.

• Which word best describes the young woman? Explain by citing the text.

mysterious serious lonely strange
dreamy nervous inept disappointed
Sample Answer:

From this passage, we can infer that the young woman is disappointed. Even though she is “pretty and charming,” she had no “means of being . . . wedded by any rich and distinguished man.” Consequently, she “let herself be married to a little clerk.” Because she “let herself” be married to a clerk — because she could not find a rich man — we can assume that she feels she married beneath herself and that, as a result, she is disappointed in the what she felt she was forced to settle for: a life of frustrated penury, a life that did not match the opulent imagination she had constructed for herself.

2. Exposition from City of Beasts by Isabel Allende

Alexander Cold awakened at dawn, startled by a nightmare. He had been dreaming that an enormous black bird had crashed against the window with a clatter of shattering glass, flown into the house, and carried off his mother. In the dream, he watched helplessly as the gigantic vulture clasped Lisa Cold’s clothing in its yellow claws, flew out the same broken window, and disappeared into a sky heavy with dark clouds.

- Which word best describes Alexander Cold? Explain by citing the text.

(Note: there are some different words in this list.)

mysterious        serious                     lonely                        heroic
enigmatic         nervous                     inept                         disappointed
meticulous        agitated                    confident                     harsh
Sample Answer:

Alexander Cold is agitated. We know this because the text tells us directly, and we can further infer that he is. For instance, the opening line states that he is “startled by a nightmare.” And later we read that, in his nightmare, he watched a huge “vulture” carry his mother away and “disappear into a sky heavy with dark clouds.” Because he had been startled awake by a dream in which his mother had been carried away, we can assume that such an image — the violent and sudden loss of his mother — has caused him have an agitated and emotionally disturbing response.

3. Exposition from “Everything that Rises Must Converge” by Flannery O’Connor

Her doctor had told Julian’s mother that she must lose 20 pounds on account of her blood pressure, so on Wednesday nights Julian had to take her downtown on the bus for a reducing class at the Y. . . . She would not ride the buses by herself at night since they had been integrated, and because the reducing class was one of her few pleasures, necessary for her health, and free, she said Julian could at least put himself out to take her, considering all she did for him. Julian did not like to consider all she did for him, but every Wednesday night he braced himself and took her.

- Which word best describes Julian’s mother? Explain. (Note: there are some different words in this list.)

mysterious serious sibilant strange
self-centered nervous stoic disappointed
4. Exposition from “One of These Days” by Gabriel García Márquez

Monday dawned warm and rainless. Aurelio Escovar, a dentist without a degree, and a very early riser, opened his office at six. He took some false teeth, still mounted in their plaster mold, out of the glass case and put on the table a fistful of instruments which he arranged in size order, as if they were on display. He wore a collarless striped shirt, closed at the neck with a golden stud, and pants held up by suspenders. He was erect and skinny, with a look that rarely corresponded to the situation, the way deaf people have of looking.

When he had things arranged on the table, he pulled the drill toward the dental chair and sat down to polish the false teeth. He seemed not to be thinking about what he was doing, but worked steadily, pumping the drill with his feet, even when he didn’t need it.

- Which word best describes Aurelio Escovar? Explain by citing the text.

(Note: there are some different words in this list.)

infamous agitated confident harsh

mysterious serious lonely heroic
enigmatic nervous inept disappointed
meticulous agitated confident harsh

5. Exposition from “A Good Man Is Hard to Find” by Flannery O’Connor

The grandmother didn’t want to go to Florida. She wanted to visit some of her connections in east Tennessee and she was seizing at every chance to change Bailey’s mind. Bailey was the son she lived with, her only boy. He was sitting on
the edge of his chair at the table, bent over the orange sports section of the Journal.
“Now look here, Bailey,” she said, “see here, read this,” and she stood with one hand
on her thin hip and the other rattling the newspaper at his bald head. “Here this
fellow that calls himself The Misfit is a loose from the Federal Pen and headed
toward Florida and you read here what it says he did to these people. Just you read
it. I wouldn’t take my children in any direction with a criminal like that a loose in it.
I couldn’t answer to my conscience if I did.”

- Which word best describes the grandmother? Explain by citing the text.

(Note: there are some different words in this list.)

| mysterious | truculent | lonely | heroic |
| combative | nervous | inept | disappointed |
| meticulous | agitated | confident | harsh |

6. Exposition from “Sunday in the Park” by Bel Kaufman

It was still warm in the late-afternoon sun, and the city noises came muffled
through the trees in the park. She put her book down on the bench, removed her
sunglasses, and sighed contentedly. Morton was reading the Times Magazine
section, one arm flung around her shoulder; their three-year-old son, Larry, was
playing in the sandbox: a faint breeze fanned her hair softly against her cheek. It
was five-thirty of a Sunday afternoon, and the small playground, tucked away in a
corner of the park, was all but deserted. The swings and seesaws stood motionless
and abandoned, the slides were empty, and only in the sandbox two little boys
squatted diligently side by side. How good this is, she thought, and almost smiled at
her sense of well-being. They must go out in the sun more often; Morton was so city-
pale, cooped up all week inside the gray factory-like university. She squeezed his arm affectionately and glanced at Larry, delighting in the pointed little face frowning in concentration over the tunnel he was digging. The other boy suddenly stood up and with a quick, deliberate swing of his chubby arm threw a spadeful of sand at Larry. It just missed his head. Larry continued digging; the boy remained standing, shovel raised, stolid and impassive.

- Which word best describes the woman in the scene? Explain by citing the text. (Note: there are some different words in this list.)

mysterious  truculent  lonely  heroic
combative  nervous  inept  disappointed
meticulous  agitated  confident  harsh

III. Write: Reflective Essay

Write a 2-3 page reflective essay in which you discuss the method you used for choosing the word for each exposition and at least 2 educational values of this activity.

Assessment: 50 points (Late Assignments lose 20 points per day late.)

- Questions for expositions 3-6 have been answered.
- One word — the most appropriate word — from the list that is provided after each exposition which best describes the character in the exposition has been chosen.
- A topic sentence that mentions the character and the word that best describes him/her is present.
• The exposition has been cited directly to support an assertion and to develop an argument.

• The writing is clear, direct, and unified. The argument is fully developed.

• A clearly developed and well organized reflective essay presents a discussion of the process of choosing the word for each exposition and 3 educational values of the activity.

• There are no mechanical errors.