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## **Leadership Institute Project Proposal**

### **Editing Workbook for Learning Lab**

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#### Proposal:

I propose to create a workbook to be used in the Learning Lab for English 097 and 098 classes. This workbook would explain in each lesson a specific grammar function (i.e. run-ons, fragments, common usage ...) and then have exercises for the students to do. The workbook would contain a mid-term and a final that would feature a passage to edit that would have errors that would require the students to use all the previously learned rules to correct.

#### Benefits of the workbook:

- 1 Students would have a greater incentive to attend lab as these students would see the tangible benefits to their education, and the mid-term and final would be factored into their class grade.

- 2 The workbooks would be sold to the students for a cost of five dollars. The money generated would be put into a fund and

used for the benefit of Developmental Education.

3 Because the basic skills used in the workbook would be taught in lab, the English class instructor would possibly be freed to devote more class time to higher order instruction.

#### Timeline:

In the Spring semester, my hope would be to devise the table of contents of the workbook. In addition, I intend to recruit English and Lab instructors who would agree to use the workbook with their sections of English 097 and English 098 when it is completed. These instructors would constitute the project's allies. The use of the workbook in Learning Lab will be strictly voluntary. It is my hope that many Developmental English instructors and Learning Lab Specialists will see the benefit of the workbook and adopt it for use. Then, hopefully, over the summer of 2003, I would complete the first version of the workbook to be used with classes in the Fall of 2003.

#### Resources:

No resources in terms of funding or supplies are necessary for this project. The only essential resource necessary to create a prototype of the Editing Workbook is time,

specifically the time I will need to write it. For this reason, the bulk of the work to write this workbook will be done during the summer. In addition, someone will need to edit/proofread the workbook.

#### Support of Mission:

The way in which this project is in support of the College's mission is that it seeks to improve education for Developmental students. After the workbook is in place, research would be conducted to see if the use of the workbook improves students' abilities to pass the present English course and future English courses as compared to sections that did not use the workbook.

#### Steps Taken to Complete Project:

The principal thing I have done this semester on the project is that I have begun to formulate the contents of the workbook. Included with this report is a preliminary table of contents.

#### Future Steps:

Over the summer, it is my intention to complete a first draft of the workbook. Then I would like the book to be reviewed and edited by a few colleagues. When the book is completed, I will then speak to a number of English instructors and Learning

Lab instructors to see if the book may be implemented in Fall 2003.

#### Institutionalization:

If the workbook is successful in Fall 2003, then it is my hope that more Lab sections will adopt the use of the book in future semesters. Additionally, the money that is raised from the sale of the book will be put into a fund for Developmental Education Projects.

#### What I have Learned from Project:

When composing narrative passages with errors deliberately embedded for students to correct, it is more difficult than I first imagined to isolate the specific errors that the lesson has just taught.

#### Assessment:

At the end of the semester that the workbook is in use, the students who used the workbook could fill out questionnaires that ask them what they thought of the workbook. Also, instructors will be asked to report if they saw improvement in the writing of their students regarding the sort of mistakes that the workbook covers. Possibly, however, the best measure of the books effectiveness will be to see if Lab attendance is better at the end of the semester for sections using the

workbook when compared to similar sections not using the workbook.

\*Please Note:

What follows is all preliminary. Included is a Table of Contents and a same of two explanation pages and an editing exercise. This material comes from my existing teaching material and is meant for now only to demonstrate what the notebook will look like. The completed notebook will have more detailed explanations and clarified instructions.

Learning Lab Workbook

Table of Contents

Week 1:

Explanation: Correcting Run-ons

Editing Passage:

Week 2:

Explanation: Correcting Fragments

Editing Passage:

Week 3:

Explanation: Correcting Sentence Errors

Editing Passage:

Week 4:

Explanation: Correcting Basic Comma Errors

Editing Passage:

Week 5:

Explanation: Correcting Advanced Comma Errors

Editing Passage:

Week 6:

Wrap-up: Editing Passage

(Uses all skills learned in previous five weeks)

Week 7:

Explanation: Correcting Verb Tenses 1

Editing Passage:

Week 8:

Explanation: Correcting Verb Tenses 2

Editing Passage:

Week 9:

Explanation: Correcting Usage Errors 1

Editing Passage:

Week 10:

Explanation: Correcting Usage Errors 2

Editing Passage:

Week 11:

Explanation: Correcting Apostrophes and  
Quotation Errors

Editing Passage:

Week 12:

Wrap-up: Editing Passage

(Uses all skills learned in previous five  
weeks)

Week 13:

Wrap-up: Editing Passage

(Uses all skills learned during semester)

Week 5: Explanation

## Basic Comma Rules

Use a comma with...

1 **Coordinating conjunction** (and, but, or, nor, for, so, yet):

The man went to the store, for he needed to buy groceries.

The student studied all weekend, so she passed the test.

2 **Introductory modifiers and conjunctive adverbs**:

I want to buy you a gift; however, I have no money.

(You, however, have a great job.)  
Therefore, you can buy me a gift.

Socially, she fails every time. Personally, I don't trust him.

Tired, he stumbled to the bedroom.  
Irritated, he yelled at us.

3 **Words or phrases in a series** (w/o and, or):



The hungry, poor child sold lemonade, iced tea, and coffee.

Bob, Marty, and Joan are happy class is over. He takes five classes, works at a bakery, and collects food for the poor.

#### **4 Intro. subordinate clauses and intro. prep. phrases:**

Before he went on vacation, he made sure the house was clean.

Although no one paid attention, the teacher lectured anyway.

Inside the hot-wired car, Tom was counting the money he stole.

Without a second thought, she dumped her boyfriend of four years.

#### **5 Transitional and parenthetical expressions:**

The man, I do believe, is living in that apartment.

He, it seems, always sleeps during the day.

We saw him, for example, shut his shade during the day.

On the other hand, there may have been a glare on the TV.

## Week 6: Explanation

### Advanced Comma Rules

Use a comma with...

6 **Appositives** (a word or phrase that defines or explains a noun):

The driver, a man we never liked, sang loudly and off key.

Dr. Gretto, the specialist, gave his diagnosis, tonsillitis.

7 **Nonrestrictive relative clauses & other nonrestrictive phrases:**

Mike, who was the last one to leave, forgot to lock the door.

The ball, which was lost at sea, was missed on our next vacation.

No one believed his alibi, especially those who caught him.

The dinner, once it was finally served, was bland and cold.

8 **Quoted dialogue** (Use a new paragraph for each new speaker):

He said, "Go away." "First, you have to help me," she said.

"There is no time," I yelled, "for you to play around."

"I wonder," she finally asked, "why do you care so much?"

### **9 Present (-ing), past participle, and absolute phrases:**

Giving her cat a bath, she found many fleas.

Falling on to the grass, the snow soon covered the field.

She, walking at a quick pace, tried to get away from the car.

Mark, depressed because of an F, jumped out the window.

Lost in his thoughts, he did not see his girlfriend.

Having spent his whole check on her, he could not face rejection.

The dinner already burned, they ordered a pizza.

Their judgement blurred by whiskey, they decided to race home.

**10 Assertions, direct address,  
interjections, and contrasts:**

Yes, I like horror movies. Fine, I'll make dinner. Jim, where did you put my pen? You are holding it, Sue. Ah, that is good news. Oh boy, this is great! The chicken, not the salad, is green.

**Week 6: Editing Passage**

**Commas:** Use commas and semicolons only:

Holding an umbrella Sally a young musician stepped into the rain. She walked quickly because she did not want the guitar case which did not belong to her to get wet but she was not in a hurry. Actually she was nervous for she was going to an audition in fact she would rather have strolled. The band however was made up of laid back musicians people whom Sally thought she'd like. Nevertheless she felt anxious. Although she knew she was an excellent guitar player she always fumbled during try outs she was like that when she took tests in school.

After she knocked on the door the drummer led her into the garage this room was where the band practiced. A mean-looking guy the drummer whom Sally had never met before asked her what kind of music she liked to play. Sally shrugged and said "All kinds." When the rest of the band came into the

garage they turned on their instruments. As soon as they heard Sally jam all were impressed in fact the singer stopped singing in the middle of a line to listen to Sally's lead guitar. After several minutes passed Sally realized she was playing alone she became self-conscious and stopped playing.

She said "What's wrong?"

"Nothing" the drummer told her. "Sally you're great!"

Happily Sally now comfortable with her new friends played music for hours. When she left many hours later the streets were dark but the rain had stopped. No longer caring if the guitar case got wet she splashed in every puddle she passed.