

Student Writing Intensive Continuation Course Level B

by
Andrew Pudewa
and Jill Pike

Teacher's Manual

Second Edition, 2012
© Institute for Excellence in Writing, L.L.C.

Also by Andrew Pudewa:

Advanced Communication Series
Advanced Spelling and Vocabulary
Bible-Based Writing Lessons
High School Essay Intensive
Linguistic Development through Poetry Memorization
Phonetic Zoo Spelling Program (Levels A, B, and C)
The Profound Effects of Music on Life
Speech Boot Camp
Student Writing Intensives (Levels A, B, and C)
SWI Continuation Courses (Levels A, B, and C)
Teaching Writing: Structure and Style
The Two Andrews: On Writing and Teaching Writing

Also by Jill Pike:

Phonetic Zoo Teacher's Notes
Primary Arts of Language: Writing Program
Primary Arts of Language: Reading Program
Printing with Letter Stories
Student Writing Intensive Handouts (Levels A, B, and C)
SWI Continuation Course Handouts (Levels A, B, and C)
A Syllabus for Introduction to Literary Analysis

Copyright Policy

Student Writing Intensive Continuation Course
Level B Teacher's Manual
Second Edition, 2012
Fourth Printing, January 2015
Copyright © 2001 Andrew Pudewa
Copyright © 2008 Jill Pike

ISBN: 978-1-62341-073-5

Our duplicating/copying policy for this **Teacher's Manual**:

All rights reserved.

No part of this book or the accompanying DVDs may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the author, except as provided by U.S.A. copyright law and the specific policy below:

Home use: You may copy student-related materials from this Teacher's Manual as needed for use within your immediate family.

Small group or co-op classes: Each teacher must purchase his or her own copy of this Teacher's Manual. Each participating student or family is required to purchase a copy of the accompanying Student Book (hard copy or e-book).

Classroom teachers: Each teacher must purchase his or her own copy of this Teacher's Manual. A copy of the accompanying Student Book (hard copy or e-book) must be purchased for each participating student.

Library use: This Teacher's Manual may be checked out of a lending library provided patrons agree not to make copies.

Additional Student Books may be purchased from:
IEW.com/SICC-B-SB (hard copy) or
IEW.com/SICC-B-SE (e-book)
IEW.com/SIB (binder with tabs)

Institute for Excellence in Writing
8799 N. 387 Road
Locust Grove, OK 74352
800.856.5815
info@IEW.com
IEW.com

Printed in the United States of America

IEW® is a registered trademark of the Institute for Excellence in Writing, L.L.C.

Teacher Instructions	4
Scope and Sequence	7
Lesson 1 Units 1, 2 (Note Making and Outlines, Writing from Notes), Style Review	9
Lesson 2 Units 1, 2 (Note Making and Outlines, Writing from Notes), Style Review	11
Lesson 3 Unit 5 (Writing from Pictures).....	12
Lesson 4 Unit 5 (Writing from Pictures).....	13
Lesson 5 Decorations	14
Lesson 6 Unit 5 (Writing from Pictures), Editing Practice	15
“Plant in the Fridge” Editing Answers.....	16
Lesson 7 Unit 5 (Writing from Pictures), Editing Practice	17
“The Billowing Bubble Bath” Editing Answers	18
Lesson 8 Unit 6 (Summarizing Multiple References).....	20
Lesson 9 Unit 6 (Summarizing Multiple References), Decorations	22
Lesson 10 Unit 6 (Summarizing Multiple References).....	23
Lesson 11 Unit 8 (Essay Model)	24
Lesson 12 Unit 8 (Essay Model), Editing Practice	26
“This is No Joke” Editing Answers	27
Lesson 13 Unit 8 (Essay Model), English Anomalies	29
Lesson 14 Unit 8 (Interview Essay)	30
Lesson 15 Unit 8 (Interview Essay), Duals, Invisibles	31
Lesson 16 Unit 8 (Interview Essay), Prepositions	32
2 Year Plan Break	33
Lesson 17 Unit 8 (Interview Essay), Editing Practice	34
“Farmer Eugene’s Plants Who Like Music” Editing Answers	35
Lesson 18 Unit 7 (Letter Writing), Decorations	37
Invisible Who-Which Answers.....	38
Lesson 19 Unit 7 (Letter Writing), Similes.....	39
Lesson 20 Unit 7 (Letter Writing), Dual Verbs	40
Lesson 21 Unit 7 (Letter Writing), Invisible Which	41
Invisible Who-Which Practice Answers.....	42
Lesson 22 Unit 3 (Retelling Narrative Stories/Imitation in Style).....	44
Lesson 23 Unit 3 (Retelling Narrative Stories/Imitation in Style).....	45
Lesson 24 Unit 3 (Retelling Narrative Stories/Imitation in Style).....	46
Lesson 25 Unit 9 (Formal Critique)	47
Lesson 26 Unit 9 (Formal Critique)	48
Lesson 27 Unit 9 (Formal Critique)	49
Lesson 28 Unit 9 (Formal Critique), Triples, Final Exam Review	50
Lesson 29 Unit 9 (Formal Critique), Noun Clause	51
Lesson 30 Final Exam Instructions with Final Exam Answers	52
Lesson 31 Fiction Review: Units 3, 5	55
Lesson 32 Essay Review: Units 4, 6, 8, and 9	56
Lesson Ideas for Next Year	57
Fiction Writing Assignment Ideas.....	58
Non-Fiction Writing Assignment Ideas	59
Appendix 1 Sample <i>SWI Continuation Course</i> Level B Disc Times	60
Appendix 2 Sample Schedule for the <i>SWI Continuation Course</i> Level B	63
Appendix 3 “4 Deadly Errors of Teaching Writing” by Andrew Pudewa	68
“Marking and Grading” by Andrew Pudewa	70
Appendix 4 Who-Which Clause Helps.....	74

Welcome to the *Student Writing Intensive Continuation Course* Level B.

Recommended Prerequisites

This course assumes that the student has completed one of the *Student Writing Intensives* (Levels A, B, or C) or the *Student Writing Intensive Continuation Course* Level A. Although review will be imbedded in the class presentations, the student should have a fair understanding of the following ideas:

- Note making and outlines (Unit 1)
- Writing from notes (Unit 2)
- The six “dress-up” techniques and five sentence openers (#1, #2, #3, #5, #6)
- Retelling narrative stories (Unit 3)
- Titles
- Topic/clincher paragraph rule (Unit 4)

Students who have not completed the SWI course but have equivalent experience may also be able to participate in this continuation course.

Course Objectives

At the end of this course a student will be able to:

- Use a variety of stylistic techniques including sophisticated vocabulary, complex sentence structure, and decorations such as dramatic openers and similes
- Write research reports from multiple sources
- Write a five-paragraph report using topics, introduction, and conclusion
- Conduct an interview and write their findings
- Write letters
- Write book and movie critiques
- Edit their work for grammar, syntax, and usage

Course Pacing

These lesson plans provide enough writing assignments to use the course over one to two years.

One Year Plan: Although it is reasonable to complete the 30 lessons in one year, teachers should be sensitive to students’ needs and adjust the number of assignments as necessary to avoid overload. Recommended adjustments are provided in the teacher’s notes. Using this option, the last two extra Lessons (31 and 32) are for review should you need a couple more lessons to round out your school year. You may repeat them as often as you wish.

Two Year Plan: If your middle-school student has not had much experience using Excellence in Writing materials, then a two-year journey through the *SWI Continuation Course* Level B may be less overwhelming, especially if your student is younger (6th or 7th grade). Lessons 1–16 can be completed the first year and Lessons 17–32 the second year. Plan to spend two weeks on each lesson. The first week’s class time can be used to watch the lesson and start the assignment, and the second week’s class time can be used to go over the student’s rough draft, correct grammar and spelling, and discuss the remaining style to be completed over the next week. The last two Lessons (31 and 32) are general writing prompts that can be repeated as often as you wish.

Plan to meet with your student(s) once each week for about an hour. During this “class” you can watch the video and complete the work listed in “The Lesson” section of each lesson.

Then figure 30–60 minutes a day for the remaining week or two to complete the writing assignment. There is a sample daily schedule in Appendix 2. The complete listing of disc chapter titles and times is located in Appendix 1.

10-Week Plan: If you desire to get through these lessons more quickly, you can further condense the entire course into a ten-week intensive seminar. Since this course was originally taught in a ten-week session, you can do the same. Set aside 2½ hours each week to watch an entire disc and get started on the writing assignment. Use the remainder of the week to complete the assignment as given by Mr. Pudewa at the end of each disc. To access this document entitled “SICC-B 10-Class Handouts,” see the blue page included in the box of SICC DVDs.

Course Credit

One high school English credit may be granted when these writing lessons are combined with literature (reading and discussion) and grammar study (such as *Fix It!* or another traditional grammar program).

Class Materials

If you purchased the *Student Writing Intensive Continuation Course* new, you should have received a packet containing the Student Book. If you need more copies of the Student Book for additional students, you may purchase another copy as a packet or in e-book form. (Note: Parents may make additional copies of the Student Book for use with their own children. In all other cases, additional books should be purchased. Please refer to the copyright page for additional guidelines.)

Additional Student Books may be purchased from:

IEW.com/SICC-B-SB (printed packet)

IEW.com/SICC-B-SE (e-book)

IEW.com/SIB (binder with tabs)

First, follow the instructions to create a student binder, or you can simply continue to use the binder from the *Student Writing Intensive*. Once a notebook is assembled, the remaining student pages in the Student Book should be given to your student as he/she needs them during the course.

Although these lessons provide the writing prompts and many of the sources, it is easy to adjust the lessons to fit whatever you are studying. For the biographical essay, have your student choose famous people in the area of history or science you are studying. For the lessons on imitation of style, you can have your student retell stories from a time period in another voice, or even recount a historical event in another voice. You can be as creative as you wish, or simply follow the lessons as written.

Grading

To help you with grading, please read Andrew Pudewa’s articles, “The Four Deadly Errors of Teaching Writing” and “Marking and Grading,” both of which are found in Appendix 3 of this document.

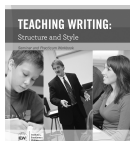
Every lesson includes a grade sheet which the student should attach to their writing assignment before turning it in. Feel free to adapt the grade sheets in any way you wish.

You may want to have students turn in their work a day or so before your next class so that you can have it graded before the next class session. So if your class is on Monday, homework is due by Friday evening (of that week for one-year plan students and of the next week for two-year plan students).

Student Samples

In addition to the teaching materials, a document containing the completed writing assignments from the students who took the original class is provided as a download. Reference the blue page in the front of the DVDs for download instructions. The student samples provided with each lesson are not by any means perfected, yet they represent the best efforts of the student participants. Last names have been deleted, and not every student's work is included in the collection. Hopefully they will provide students, parents, and teachers with a sense of what can be expected as well as what might be achieved by children of comparable age.

Teaching Writing: Structure and Style



It is recommended that teachers using this course also have access to our teacher's course, *Teaching Writing: Structure and Style*. To aid you in its use, suggestions of which portions to watch when are included in the Teacher's Notes.

The Institute for Excellence in Writing also has active support groups that are a great help to home and classroom teachers using our materials. You can find them by going to IEW.com/forum.

Video Production & DVD Usage Comments

Because class sessions 1, 2, and 3 were recorded without student microphones, the children's comments and questions are difficult to hear; however, the instructor tried to repeat their words as often as possible. Beginning with the fourth class, the students have microphones at their tables and can be heard clearly.

These DVDs are best viewed with a standard DVD player connected to a standard television set. If viewed on a flat panel computer display, the interlacing may create a fuzzy image occasionally; the DVDs are therefore better viewed with a smaller screen window.

Transcriptions of board notes are provided in this teacher's manual. If students wish to have more time to copy from the screen, it is possible to pause the video presentation, or students may copy from the teacher's transcriptions.

Lesson	Concepts Presented	Student Handouts	Homework Assignment
1* (Disc 1)	Units 1, 2 Review dress-ups Review sentence openers 1-3	Paragraphs for Outlining and Summarizing Checklist and Grade Sheet	Write one to two paragraphs. (may be substituted) <i>Robert Grosseteste</i> <i>Scientific Method</i>
2* (Disc 1)	Review remaining Sentence openers	Paragraphs for Outlining and Summarizing Checklist and Grade Sheet	Write one to two paragraphs. (may be substituted) <i>Thomas Bradwardine</i> <i>Nicholas of Cusa</i>
3 (Disc 1)	Unit 5: Writing from pictures	Writing from Pictures Model “Woman at Refrigerator” pictures Typing Guidelines Checklist and Grade Sheet	Write three paragraphs based on outline created in class.
4 (Disc 2)	Unit 5: Writing from pictures	“Boy and Dog” pictures (may substitute) Checklist and Grade Sheet	Write three paragraphs based on picture provided. (other pictures may be substituted)
5 (Disc 2)	Unit 5: Writing from pictures Decorations	Similes Homework and Grade Sheet	Complete the Homework Sheet. (find similes, add decoration to previous composition, draw or find set of three pictures, define infinitive)
6 (Disc 2)	Unit 5: Writing from pictures Editing practice	Helpful Rules “The Plant in the Fridge” Checklist and Grade Sheet	Write three paragraphs based on student’s pictures.
7** (Disc 3)	Unit 5: Writing from pictures Editing practice	“The Billowing Bubble Bath” Judo Boys picture (may substitute) and assignment Checklist and Grade Sheet	Write three paragraphs based on a single picture provided. (picture may be substituted)
8 (Disc 3)	Unit 6: Summarizing multiple references	Clara Barton Sources (5) Checklist and Grade Sheet	Three-paragraph report on Clara Barton
9 (Disc 3)	Unit 6: Summarizing multiple references, decorations	Checklist and Grade Sheet	Three-paragraph report on the famous person of your choice.
10* (Disc 4)	Unit 6: Summarizing multiple references	Checklist and Grade Sheet	Three-paragraph report on the famous person of your choice.
11* (Disc 4)	Unit 8: Formal essay model with introduction/conclusion	Essay Model Checklist and Grade Sheet	Add Intro/Conclusion to Clara Barton report from Lesson 8.
12 (Disc 4)	Unit 8: Formal essay model Editing practice	“This is No Joke” Capitalization of Titles Checklist and Grade Sheet	Add Intro/Conclusion to report from Lesson 9.
13 (Disc 5)	Unit 8: Formal essay model English anomalies	English Anomalies Checklist and Grade Sheet	Add Intro/Conclusion to report from Lesson 10 or write a five-paragraph report from start to finish.
14 (Disc 5)	Unit 8: Interview essay	Symbols and Abbreviations Checklist and Grade Sheet	Write a five-paragraph report based on an interview.
15* (Disc 5)	Unit 8: Interview essay Dual -ly, invisible which, invisible -ing	New “-ly” Word List Checklist and Grade Sheet	Write a five-paragraph report based on an interview.
16* (Disc 5)	Unit 8: Interview essay Prepositional problems	Checklist and Grade Sheet	Write a five-paragraph report based on an interview.

Lesson	Concepts Presented	Student Handouts	Homework Assignment
17 (Disc 6)	Unit 8: Interview essay Editing practice	“Farmer Eugene’s Plants Who Like Music” Checklist and Grade Sheet	Write a five-paragraph report based on an imagined interview with a historical person.
18 (Disc 6)	Unit 7: Letter writing Decorations	Invisible “Who/Which” Exercise Sample Letter Checklist and Grade Sheet	Write a five-paragraph letter.
19* (Disc 7)	Unit 7: Letter writing Similes	Silly Similes Checklist and Grade Sheet	Write a five-paragraph letter to and from a fictional person.
20* (Disc 7)	Unit 7: Letter writing Dual verbs	Checklist and Grade Sheet	Write a five-paragraph letter, fictional or real.
21 (Disc 7)	Unit 7: Letter writing Invisible which	Invisible “Who/Which” Practice Grade Sheet	Write a five-paragraph letter, fictional or real.
22 (Disc 7)	Imitation of style	Uncle Remus Sample Two Aesop Fables (may substitute) Homework and Grade Sheet	Re-write a fable in the style of Uncle Remus.
23 (Disc 7)	Imitation of style	King James Bible sample Homework and Grade Sheet	Re-write a fable in the style of King James Bible.
24 (Disc 7-8)	Imitation of style	Hans Christian Andersen sample Aesop Fable (may substitute) Homework and Grade Sheet	Re-write a fable in the style of Hans Christian Andersen.
25 (Disc 8)	Unit 9: Formal critique	Critique Model Sample Critique Author background “The Little Mermaid” Homework and Grade Sheet	Read “Little Mermaid” and background papers (provided) and find a critique to evaluate.
26 (Disc 8)	Unit 9: Formal critique	Critique Vocabulary Checklist and Grade Sheet	“Little Mermaid” Critique Pick a story to critique.
27 (Disc 9)	Unit 9: Formal critique	“Finally—the Fixing of the Foolish Fugitive” “King Grisley-Bear” (may substitute) Checklist and Grade Sheet	Write a critique of “King Grisley-Bear.”
28 (Disc 9)	Unit 9 Formal critique Triple extensions Final exam review	Final Exam Review “The Wreck of the Hesperus” (may substitute) Author Background Checklist and Grade Sheet	Write a critique of “The Wreck of the Hesperus.”
29 (Disc 9)	Unit 9 Formal critique Noun clause	Sample Critique Checklist and Grade Sheet	Write a critique of a movie or story of your choice.
30 (Disc 9)	Final exam	Final Exam	This is a timed exam. Be sure your students know they need to pace themselves.
31** (No Disc)	Fiction review Unit 3 or 5 review	Writing Suggestions Grade Sheet	Write three paragraphs using the Story Sequence Chart or Writing from Pictures models using your studies as a source.
32** (No Disc)	Non-fiction review Unit 6 or 9 review	Writing Suggestions Grade Sheet	Write a five-paragraph Report or Critique using your studies as a source.

Options for reducing the number of lessons:

* When two consecutive lessons are starred, it means that they can be combined into one lesson with only one homework assignment (use the second assignment and discard the first assignment in the two lessons).

** This lesson could be omitted altogether.

Lesson	Disc 1 Section Title	Disc 1 Time	Student Handouts for Lesson	Homework
3	Writing from Pictures (Hand out picture page)	49:29	Writing from Pictures Structural model “Woman Looking in Fridge” pictures	Typing Guidelines Writing from Pictures Composition Checklist Grade Sheet
	Topic/Clincher and Details	54:40		
	Asking Questions to Get Details	56:50		
	First Picture Details	1:00:33		
	Second Picture Details	1:08:05		
	Third Picture Details	1:15:03		
	Writing the Picture Story	1:22:37		
	Paper Grades (Hand out typing guidelines and checklist.)	1:30:04		
	Class Outline and Conclusion	1:31:18		
	End of Disc	1:34:37		



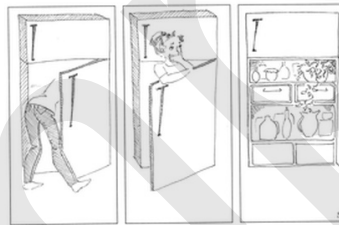
Teaching Writing: Structure and Style

If you have our teacher’s course, you may wish to review Unit 5 Writing from Pictures and complete the practicum. For specific disc times, reference the TWSS Viewing document at IEW.com/sicc-help.

The Lesson

- Watch Disc 1 “Writing from Pictures” through the end of the disc. (Viewing time is 35 minutes.)

Note: The class overview schedule discussed at the end of this video section was modified during the course of the semester, so it does not match the actual sequence of classes.



who
what (think/feel)
why
how?

before
outside?
history?
after

- Concept presented:
 - Writing from Pictures
 - Typing guidelines
- Have your students work on completing their outlines as instructed. Circulate and help as necessary. Because the work is fiction, the outline does not need to be complete; students can add details as they go.
- The typing guidelines provided in the student notes are consistent with current MLA formatting rules and may differ from the instructions given on the DVD. Use whatever formatting system you prefer. For more on formatting, see owl.english.purdue.edu.

Homework

- Make sure students understand that this unit morphs story writing with report writing, so each paragraph must have a topic/clincher.
- Using the Composition Checklist, write out the 3 paragraphs based on these pictures.
- Note: Mr. Pudewa instructed the students to find or draw their own set of three pictures for next week. Your students will not need them in Lesson 4–5, but will for Lesson 6.
- *One-year plan students may take two weeks to complete this assignment if needed. If so, simply delete next week’s homework assignment, and continue with this one.*

Writing from Pictures

I. Zelda, leaning, refrigerator

1. had been _____
2. because _____
3. think _____
4. _____ly sees _____

Clincher

II. Zelda, stood, hand, mouth

1. felt _____
2. see _____
3. say _____
4. run _____

Clincher

III. gone, refrigerator, open, (thing)

1. (thing doing) _____
2. (lady doing) _____
3. (what say) _____
4. after _____

Clincher (Key words make title)

Lesson	Disc 5 Section Title	Disc 5 Time	Student Handouts for Lesson	Homework
14	Interview Assignment	1:32:32	Symbols and Abbreviations Handout	Interview Essay Composition Handout Grade Sheet
	Getting Topics from Interview	1:37:11		
	Taking Notes – Abbreviations and Symbols	1:44:28		
	Assignment Details	1:51:52		
	Conclusion	1:56:45		
	End of Disc	1:57:47		

The Lesson

- Skip ahead and watch Disc 5 starting at “Interview Assignment,” Watch through the end of the disc. (Viewing time is about 25 minutes.) You have skipped the section in the middle on the new -ly list, invisibles, and prepositional problems. These will be covered in Lesson 15.
- Note: If you watch the disc as a class, take a few moments to discuss the student’s complaint, “I will be gone all day Friday, and much of Thursday,” and Mr. Pudewa’s response. This is a good opportunity to discuss personal responsibility. (The boy’s problem was a personal problem that needed to be resolved on his own; it was not Mr. Pudewa’s problem.)
- Concept presented:
 - Interviewing
 - How to take fast notes with symbols and abbreviations (A handout is included in the student book.)
- Students need to practice interviewing. Have the class interview you or someone you bring to class, using the guidelines suggested by Mr. Pudewa:
 1. Interview: Get a general sense of possible topics
 - a. Do this together. Put possible topics on whiteboard.
 2. Zero in on the three topics you want
 - a. Who, what, why, when, how
 - b. When you come up with good questions as a class, write them down for use next week.
 - c. Have them take notes on your questions. (Have someone demonstrate notes on the whiteboard?)
 3. Outline
 - a. Background information (birth date and other miscellaneous topics not chosen for the essay will go in the introduction)
 - b. Most significant topic noted in conclusion
- Alert the students that they will be doing two more interviews on their own starting next week, so they should think about whom they will interview. Perhaps they should make an appointment with that person this week, so they can complete next week’s assignment on time.

Suggestions for finding interviewees

- Church
- Teacher
- Family friend
- Famous
- Random

Possible Pudewa Topics

- Where have you lived?
 - Japan
 - Philadelphia
- What have you done?
 - Lack college
 - Brain development
 - Suzuki method
 - Waiter
 - Teacher
 - Seminar business
- Significant events in your life?
 - Children
 - Wife
 - Car accident

Homework

Have your students write a five-paragraph essay from the teacher interview completed in class. Your students may interview someone else for this essay if they wish. The student samples document contains sample essays if your students need to see what the finished product should look like. See the blue page in front of the DVDs for download instructions.

One-year plan students should have two weeks to complete this essay.

There are many options for writing lessons for next year. Below are some ideas for you to consider.

1. Teach your students using any of IEW's Level B Theme-Based Writing lessons.
2. Explore IEW's advanced writing options for essays.
3. Practice oral presentations with *Speech Boot Camp*.
4. Enjoy Andrew again in the *Student Intensive Continuation Course* Level C geared for high school students. This course on DVD goes through the nine units again in greater depth.
5. Try some of the other supplements to writing that Excellence in Writing offers:
 - a. Pellegrino's Writer's Guides
 - b. *Teaching the Classics* by Adam Andrews
 - c. *Windows to the World: An Introduction to Literary Analysis* by Lesha Myers
6. Continue to work on the structure that they have learned. Detailed writing suggestions are provided on the next two pages.
 - a. Unit 3: Retelling Narrative Stories
 - b. Unit 4: Summarize a chapter of a history/science book into one paragraph.
 - c. Unit 5: comic strips, picture out of history book, picture out of newspaper
 - d. Unit 6: Reports on famous people, places, historical events you are studying
 - e. Unit 7: Imitation of style, letters, what would you do if...
 - f. Unit 8: Formal Essay Models. Google compare/contrast, descriptive, and expository essays, and try your hand at those related to what you are studying in history/science.
 - g. Unit 9: Formal Critiques of movies and books read by the student

To learn more about any of these products, go to IEW.com and click on "Products."

SICC-B Disc 1

Scene Titles	Lesson #	Time
Opening Jokes	1	00:00
Dress-Up Review: -ly, who-which, strong verb		02:04
Dress-Up Review: quality adjectives		06:28
Dress-Up Review: adverbial clause		14:08
Sentence Openers subject, prep, -ly		16:36
Sentence Opener: -ing		19:06
More Sentence Openers: clausal	2	30:25
Phrases and Clauses		35:57
Unknown Sentence Types		48:07
Writing from Pictures (Handout picture page)	3	49:29
Topic/Clincher and Details		54:40
Asking Questions to Get Details		56:50
First Picture Details		1:00:33
Second Picture Details		1:08:05
Third Picture Details		1:15:03
Writing the Picture Story		1:22:37
Paper Grades (Handout typing guidelines and checklist.)		1:30:04
Class Outline and Conclusion		1:31:18
End of Disc		1:34:37

SICC-B Disc 2

(There is a little skipping around on this disc.)

Scene Titles	Lesson #	Time
Sentence Opener Review	4	00:00
Reading Student Samples		5:39
Decoration: Question	5	8:11
Decoration: 3SSS		10:31
Decoration: Simile/Metaphor		15:20
Decorations Homework		26:20
-ed Sentence Opener	6	29:02
Rules for Better Writing		37:02
Editing Practice		48:36
Editing for Dress-Ups		57:22
Writing from Pictures Review	4	1:05:50
Using and Indicating Decorations	5	1:13:54
Writing Instructions	6	1:15:39
Checklist		1:21:32
End of Disc		1:22:02

SICC-B Disc 3

Scene Titles	Lesson #	Time
Editing Practice	7	00:00
More Editing Practice		10:40
Editing Practice – Apostrophes		18:49
Editing Practice – Continued		21:44
Editing Practice – Sentence Openers		34:25
Editing Practice – Dress-Ups and Decorations		37:36
Reading Student Stories		42:55
Infinitives		52:36

(SICC-B Disc 3 Continued)

Scene Titles	Lesson #	Time
Report Writing	8	57:40
Scanning for Topics – Clara Barton		1:07:12
2 nd Reference – Clara Barton		1:10:30
Internet Reference on Clara Barton		1:15:50
4 th Clara Barton Reference		1:21:16
5 th Clara Barton Reference		1:27:02
Choosing Clara Barton Topics		1:33:54
First Paragraph Details		1:38:35
Ideas for People Subjects	9	1:45:35
Writing Assignment		1:50:09
Reading Similes and Metaphors		1:54:34
Conclusion		1:56:40
End of Disc		1:57:03

SICC-B Disc 4

(There is a little skipping around on this disc.)

Scene Titles	Lesson #	Time
Introduction/Humor	10	00:00
Scoring and Reading Homework		05:16
Editing Practice: “This is No Joke”	12	15:29
Editing Practice: Sentence 1		21:05
Editing Practice: Sentence 2		23:50
Editing Practice: Sentence 3, 4, 5		24:41
Editing Practice: Sentence 6		26:58
Editing Practice: Sentence 7		29:55
Editing Practice: Sentence 8		30:42
Editing Practice: Sentence 9		41:57
Editing Practice: Sentence 10, 11		44:31
Editing Practice: Sentence 12		46:38
Editing Practice: Sentence 13		47:42
Editing Practice: Stylistic Tech.		49:05
Editing Practice: Sentence Openers	52:31	
Pause (to rewrite one of the sentences)	59:04	
Editing Practice: Conclusion	00:00	
Essay Model	11	00:52
Essay Model: Introduction		02:08
Essay Model: Body		13:11
Essay Model: Conclusion		14:46
Dress-ups and Writing Structure		24:26
Writing a Clara Barton Introduction		28:15
Clara Barton Introduction continued		39:31
Assignment Information		55:11
End of Disc		58:22

SICC-B Disc 5

(There is some skipping around on this disc.)

Scene Titles	Lesson #	Time
Introduction	13	00:00
English Anomalies		00:32
Reading Student Papers		13:22
More Student Papers		23:30
A New -ly Word List	15	37:06
Dual -ly Words		42:40
Invisible Who-Which		45:11
Invisible -ing Opener		58:44
Making Invisible -ing Sentences	16	1:04:35
Prepositional Problems		1:11:47
Sentence Opener Summary		1:18:02
Essay Model Review	13	1:22:32
Interview Assignment	14	1:32:32
Getting Topics from Interview		1:37:11
Taking Notes –Abbr. and Symbols		1:44:28
Assignment Details		1:51:52
Conclusion		1:56:45
End of Disc		1:57:47

SICC-B Disc 6

Scene Titles	Lesson #	Time
Introduction/Humor	17	00:00
Reading Student Papers		8:01
Editing Practice		16:22
Editing Practice: Sentence 2		23:04
Editing Practice: Sentence 3		27:44
Editing Practice: Sentence 4		34:04
Invisible Prepositional Opener		40:54
Editing Practice: Sentence 5		45:46
Editing Practice: Sentence 6		47:44
Editing Practice: Sentence 7		48:52
Editing Practice: Sentence 8		50:16
Editing Practice: Sentence 9		51:07
Editing Practice: Dress-Ups and Openers		53:47
Invisible Which Exercises	18	58:31
Decoration: Dramatic Open/Close		1:04:54
Intro/Conclusion Highlight & Bold		1:10:37
Assignment: Writing a Letter		1:12:16
Types of Letters		1:14:42
Steps to Write a Letter		1:17:09
Choosing Topics		1:19:44
Sample Letter		1:24:36
A Thank You Letter		1:29:46
Getting Ideas for Your Letter		1:35:13
Using the Checklist		1:36:18
Conclusion		1:37:26
End of Disc		1:38:20

SICC-B Disc 7

(There is some skipping around on this disc.)

Scene Titles	Lesson #	Time
Silly Similes	19	00
Comments on Previous Assignment		6:42
Reading Tiki Tom Letters		10:23
Other Letters	20	17:15
Dual Verbs		21:43
Dual Verb Sentences		27:36
Invisible Which Worksheet	21	37:10
More Invisible Which		47:46
Style Discussion	22	59:59
Reading Uncle Remus		1:02:47
Analyzing Uncle Remus Style		1:07:27
More Uncle Remus Style	23	1:14:53
Imitating Uncle Remus Style		1:22:51
Reading King James Bible		1:23:53
Analyzing King James Bible Style	24	1:25:59
Reading Hans Christian Anderson		1:35:29
Analyzing Hans Christian Andersen		1:38:42
Fables for Imitation	22	1:45:48
Assignment Details		1:53:03
End of Disc		1:55:07

SICC-B Disc 8

Scene Titles	Lesson #	Time	
Introduction (spying)	24	00	
Reading Student Papers		3:39	
More Student Papers		13:31	
Review of Story Sequence Chart		19:16	
Story Sequence Chart Test		22:14	
(pause)			
Story Sequence Chart		00	
Using the Story Sequence Chart	25	9:40	
Critique Model		11:07	
Guidelines for Writing Good Critiques		17:20	
Sample Critique		22:52	
Critique Assignment		33:31	
Critique Introduction for Little Mermaid		26	35:16
Characters/Setting for Little Mermaid			43:15
Conflict for Little Mermaid	49:18		
Climax for Little Mermaid	56:07		
Critique Conclusion for Little Mermaid	1:02:12		
Critique Vocabulary	1:09:54		
Writing Checklist	1:15:25		
Conclusion	1:18:17		

SICC-B Disc 9

Scene Titles	Lesson #	Time
Humor	27	00
Prodigal Son Alliteration		2:24
Reading Student Papers		5:12
Triple Extensions – word	28	14:48
Triple Extensions – phrase/clause		21:10
Triple Extensions – -ing		27:46
Triple Extensions – -ly, adjective, verb		34:02
Final Exam Review		41:38
More Final Exam Review	51:20	
Critique Model Review	29	57:23
Writing a Critique		1:02:36
Writing a Critique – moral/message		1:10:51
Writing a Critique – conclusion		1:15:28
Sample Critique		1:16:57
Noun Clause		1:23:29
Writing Checklist		1:31:35
Starting Your Critique		1:33:46
End Class 9		1:36:37
FINAL EXAM	30	
Intro and Humor		00
Reading Student Papers		6:55
Exam Instructions		9:27

Appendix 2

Sample Schedule for the SICC-B

This schedule provides the **two-year plan** direction to break the homework down into manageable tasks. Day 6 would be another lesson day where students can meet with their teacher, look over the homework completed thus far and get direction and help if needed.

If you are doing the **one-year plan**, you will be doing one lesson per week and deleting some of the assignments to make it more manageable. Even though an assignment is removed, the lesson viewing should still happen on schedule. To use this schedule, count “Day 2–3” as “Day 2”; “Day 4–5” as “Day 3,” etc.

If your student is finding the schedule too much, either reduce the homework (only require half the assignments), or spend more time on some of the longer homework assignments.

Lesson	Day(s)	The Lesson and Homework
1	1	Complete Lesson 1 according to the Teacher’s Notes: Create a key word outline in class on “Grosseteste” or alternative paragraph. <i>If students are very competent with Units 1 and 2, you may want to combine lessons one and two and reduce the homework.</i>
	2-3	Write a paragraph based on the outline. Create another key word outline on another paragraph (“Scientific Method” or alternative).
	4-5	Write a paragraph based on the outline.
	6-7	Edit both paragraphs using the composition checklist.
	8-9	Finish editing and write up neatly. Homework due tomorrow.
2	1	Complete Lesson 2 according to the Teacher’s Notes: Create a key word outline in class on “Bradwardine” or an alternative paragraph.
	2-3	Write a paragraph based on the outline. Create another key word outline on another paragraph (“Nicolas of Cusa” or alternative).
	4-5	Write a paragraph based on the outline. Begin editing using the composition checklist.
	6-7	Continue editing both paragraphs using the composition checklist.
	8-9	Finish editing and write up neatly. Homework due tomorrow.
3	1	Complete Lesson 3 according to the Teacher’s Notes: Create outline in class for “Writing from Pictures.” <i>If you are doing the one-year plan, your student may need two weeks to complete this assignment. If so, plan to spend two weeks on this assignment. Complete the second lesson next week. However, delete the homework assignment and simply continue with this one.</i>
	2-3	Write the first paragraph.
	4-5	Write the second paragraph.
	6-7	Write the third paragraph.
	8-9	Edit the paragraphs and write up neatly. Homework due tomorrow.
4	1	Complete Lesson 4 according to the Teacher’s Notes: Create outline in class for “Writing from Pictures.” <i>One-year plan students will complete this lesson, but continue writing last week’s assignment.</i>
	2-3	Write the first paragraph.
	4-5	Write the second paragraph.
	6-7	Write the third paragraph.
	8-9	Edit the paragraphs and write up neatly. Homework due tomorrow.
5	1	Complete Lesson 5 according to the Teacher’s Notes. <i>Two-year plan students will only need one week to complete this assignment.</i>
	2-3	Look for similes and metaphors in reading this week (ongoing each day).
	4-5	Look up definition of “infinitive.”
	6-7	Add one decoration to each paragraph in either recent “Writing from Pictures” story.
	8-9	Find a comic and white out the words, or draw a set of three pictures. Homework due tomorrow.

Sample *SWI Continuation Course* Level B Schedule Continued

Lesson	Day(s)	The Lesson and Homework
6	1	Complete Lesson 6 according to the Teacher’s Notes. <i>One-year students may take two weeks to complete this assignment. If so, plan to do the next lesson next week, but continue writing on this lesson and delete the Lesson 7 assignment.</i>
	2-3	Create an outline on the set of pictures found or drawn. Begin writing first paragraph.
	4-5	Finish the first and write the second paragraph.
	6-7	Write the third paragraph Begin editing.
	8-9	Edit the paragraphs using the composition checklist and write up neatly. Homework due tomorrow.
7	1	Complete Lesson 7 according to the Teacher’s Notes. <i>One-year students will complete this lesson, but continue writing on last week’s assignment.</i>
	2-3	Create an outline on the single picture. Begin writing first paragraph.
	4-5	Finish the first and write the second paragraph.
	6-7	Write the third paragraph Begin editing.
	8-9	Edit the paragraphs using the composition checklist and write up neatly. Homework due tomorrow.
8	1	Complete Lesson 8 according to the Teacher’s Notes. <i>One-year plan students will need two weeks to complete this assignment. Delete next week’s homework. You may decide not to do Clara Barton and do a famous person of choice instead.</i>
	2-3	Create two to three more outlines using details from the Clara Barton sources provided. Begin writing the paragraphs.
	4-5	Finish writing the three paragraphs based on the outline created.
	6-7	Begin to edit the work using the composition checklist.
	8-9	Finish editing and write up neatly. Homework due tomorrow
9	1	Complete Lesson 9 according to the Teacher’s Notes: Topics should be chosen and sources should be collected. <i>One-year students will watch this lesson and then complete their paragraphs from last week.</i>
	2-3	Create a three-paragraph outline for a report on the famous person chosen.
	4-5	Write the first and second paragraphs.
	6-7	Write the third paragraph and begin editing.
	8-9	Edit carefully using the composition checklist and write up neatly. Homework due tomorrow
10	1	Complete Lesson 10 according to the Teacher’s Notes: Topics should be chosen and sources should be collected. <i>One-year plan students can combine/watch both lessons 10 and 11 now and do only the Lesson 11 assignment (the intro/conclusion to their Clara Barton or alternative report and skip the report assigned here in Lesson 10). If you do not have the viewing time, you can skip the Lesson 10 viewing. Two-year plan students may only need one week to add intro/conclusions.</i>
	2-3	Create a three-paragraph outline for a report on the famous person chosen.
	4-5	Write the first and second paragraphs.
	6-7	Write the third paragraph and begin editing.
	8-9	Edit carefully using the composition checklist and write up neatly. Homework due tomorrow
11	1	Complete Lesson 11 according to the Teacher’s Notes. <i>One-year plan students can combine Lessons 10 and 11 and only do the Lesson 11 assignment (the intro/conclusion to their Clara Barton or alternative report). Two-year plan students may only need one week to complete this assignment.</i>
	2-3	Write the introduction to the Clara Barton report from Lesson 8.
	4-5	Write the conclusion to the Clara Barton report from Lesson 8.
	6-7	Edit the entire essay carefully using the composition checklist.
	8-9	Finish editing and write up neatly. Homework due tomorrow

Sample *SWI Continuation Course* Level B Schedule Continued

Lesson	Day(s)	The Lesson and Homework
12	1	Complete Lesson 12 according to the Teacher’s Notes. <i>One-year plan students should begin a new biographical essay and spend two weeks writing both the body and the intro/conclusion. Work on the body this week and next, and complete the intro/conclusion during the second half of next week.</i> <i>Two-year plan students may only need one week to complete this assignment. You can have your students work hard to polish their papers, or assign a new biographical report if you would like.</i>
	2-3	Write the introduction to the report from Lesson 9.
	4-5	Write the conclusion to the report from Lesson 9.
	6-7	Edit the entire essay carefully using the composition checklist.
	8-9	Finish editing and write up neatly. Homework due tomorrow
13	1	Complete Lesson 13 according to the Teacher’s Notes. <i>One-year plan students will be finishing their essay as directed in Lesson 12.</i>
	2-3	Write the introduction to the report from Lesson 10.
	4-5	Write the conclusion to the report from Lesson 10.
	6-7	Edit the entire essay carefully using the composition checklist.
	8-9	Finish editing and write up neatly. Homework due tomorrow
14	1	Complete Lesson 14 according to the Teacher’s Notes: Interview conducted in class. <i>One-year plan students should plan on spending two weeks completing this assignment. Work on the body of the essay this week. Next week, after watching the lesson, complete the intro/conclusion and edit completely.</i>
	2-3	Create an outline for a 5-paragraph essay. Begin writing the body of the essay.
	4-5	Finish writing the body of the essay, begin the intro/conclusion.
	6-7	Finish the intro/conclusion.
	8-9	Edit carefully using the composition checklist. Homework due tomorrow.
15	1	Complete Lesson 15 according to the Teacher’s Notes. <i>One-year plan students will watch the lesson and then finish their essay started last week.</i>
	2-3	Interview a person and create an outline. Begin writing the body.
	4-5	Finish writing the body of a five-paragraph essay based on the outline.
	6-7	Write the introduction and conclusion.
	8-9	Edit carefully using the composition checklist. Homework due tomorrow.
16	1	Complete Lesson 16 according to the Teacher’s Notes. <i>One-year plan students should plan on spending two weeks completing this assignment. Complete the interview (or do the imaginary interview described in the Lesson 17 notes) and begin writing the body of the essay this week. Next week, after watching the lesson, complete the intro/conclusion and edit completely.</i>
	2-3	Interview a person and create an outline. Begin writing the body of the essay.
	4-5	Finish writing the body of a five-paragraph essay based on the outline.
	6-7	Write the introduction and conclusion.
	8-9	Edit carefully using the composition checklist. Homework due tomorrow.
17	1	Complete Lesson 17 according to the Teacher’s Notes. <i>One-year plan students will watch the lesson and then finish their essay started last week.</i>
	2-3	Imagine an interview with a historical person, and create an outline for a five-paragraph essay. Begin with the body; then add an intro/conclusion.
	4-5	Write the body of a five-paragraph essay based on the outline.
	6-7	Write the introduction and conclusion.
	8-9	Edit carefully using the composition checklist. Homework due tomorrow.

Sample *SWI Continuation Course* Level B Schedule Continued

Lesson	Day(s)	The Lesson and Homework
18	1	Complete Lesson 18 according to the Teacher’s Notes. <i>One-year plan students should plan two weeks to write this letter. Outline and write the body this week, then write the intro/conclusion and edit it next week.</i>
	2-3	Create an outline for a 5-paragraph letter. Begin writing the body of the letter.
	4-5	Finish writing the body of the letter.
	6-7	Write the introduction and conclusion to the letter.
	8-9	Edit carefully using the composition checklist. Homework due tomorrow.
19	1	Complete Lesson 19 according to the Teacher’s Notes. <i>After watching the Lesson 19 section, one-year plan students will be finishing their letter from last week.</i>
	2-3	Create an outline for a 5-paragraph letter. Begin writing the body of the letter.
	4-5	Finish writing the body of the letter.
	6-7	Write the introduction and conclusion to the letter.
	8-9	Edit carefully using the composition checklist. Homework due tomorrow.
20	1	Complete Lesson 20 according to the Teacher’s Notes. <i>One-year plan students should delete next week’s assignment and continue with this one instead. You may want to let them do this letter without the checklist since that is the next assignment.</i>
	2-3	Create an outline for a 5-paragraph letter. Begin writing the body of the letter.
	4-5	Finish writing the body of the letter.
	6-7	Write the introduction and conclusion to the letter.
	8-9	Edit carefully using the composition checklist. Homework due tomorrow.
21	1	Complete Lesson 21 according to the Teacher’s Notes. <i>After watching the lesson, one-year plan students will be finishing their letter from last week.</i>
	2-3	Create an outline for a 5-paragraph letter. Begin writing the body of the letter.
	4-5	Finish writing the body of the letter.
	6-7	Write the introduction and conclusion to the letter.
	8-9	Edit carefully—no checklist! Mail the letter.
22	1	Complete Lesson 22 according to the Teacher’s Notes. <i>If you are devoting two weeks to each lesson, you may desire to require two-year students to write full stories (three paragraphs) using the Story Sequence Chart. One-year students may stick with a single paragraph story, or write using the Story Sequence Chart if they are so inclined. This will go for all the “Imitation in Style” assignments.</i>
	2-3	Create an outline for the story. Think about how you want to do the style.
	4-5	Begin to write the story.
	6-7	Finish the story.
	8-9	Edit the story making sure it follows the required style. Homework due tomorrow.
23	1	Complete Lesson 23 according to the Teacher’s Notes.
	2-3	Create an outline for the story. Think about how you want to do the style.
	4-5	Begin to write the story.
	6-7	Finish the story.
	8-9	Edit the story making sure it follows the required style. Homework due tomorrow.
24	1	Complete Lesson 24 according to the Teacher’s Notes.
	2-3	Create an outline for the story. Think about how you want to do the style.
	4-5	Begin to write the story.
	6-7	Finish the story.
	8-9	Edit the story making sure it follows the required style. Homework due tomorrow.

Sample *SWI Continuation Course* Level B Schedule Continued

Lesson	Day(s)	The Lesson and Homework
25	1	Complete Lesson 25 according to the Teacher’s Notes. <i>Two-year plan students will only need one week for this homework assignment.</i>
	2-3	Read the story “The Little Mermaid.”
	4-5	Read the author background.
	6-7	Find a movie critique or book review and read it.
	8-9	Assemble all materials to bring to class.
26	1	Complete Lesson 26 according to the Teacher’s Notes. <i>One-year plan students should plan to spend two weeks on this assignment. This week they can complete the body and do the intro/conclusion next week after viewing the lesson part.</i>
	2-3	Begin the critique of “The Little Mermaid” by creating an outline and writing the middle (story sequence) part.
	4-5	Finish the story sequence.
	6-7	Write the intro/conclusion. Begin to edit using the composition checklist.
	8-9	Finish editing and write it up neatly. Homework due tomorrow.
27	1	Complete Lesson 27 according to the Teacher’s Notes. <i>After watching the lesson portion, one-year plan students should finish their critique started last week.</i>
	2-3	Begin the critique of “King Grisly-Beard” (or another story) by creating an outline and writing the middle (story sequence) part.
	4-5	Finish writing the story sequence.
	6-7	Write the intro/conclusion. Begin to edit using the composition checklist.
	8-9	Finish editing and write it up neatly. Homework due tomorrow.
28	1	Complete Lesson 28 according to the Teacher’s Notes. <i>One-year plan students should delete next week’s assignment and continue with this one instead. They may write on either poem, or may wish to critique a movie instead of the poem.</i>
	2-3	Begin the critique of “The Wreck of the Hesperus” by creating an outline and writing the middle (story sequence) part.
	4-5	Finish writing the story sequence.
	6-7	Write the intro/conclusion. Begin to edit using the composition checklist.
	8-9	Finish editing and write it up neatly. Homework due tomorrow.
29	1	Complete Lesson 29 according to the Teacher’s Notes. <i>After watching the Lesson 29 portion, one-year plan students will finish their critique begun last week.</i>
	2-3	Begin the critique of the book or movie of their choice by creating an outline and writing the middle (story sequence) part.
	4-5	Finish writing the story sequence.
	6-7	Write the intro/conclusion. Begin to edit using the composition checklist.
	8-9	Finish editing and write it up neatly. Homework due tomorrow.
30	1	Take the final exam. No homework!
31, 32		These lessons are optional and can be used by teachers doing the two-year plan to ensure enough writing assignments to fill the remainder of the year. By now students should be able to pace themselves for their writing. Figure one to two weeks to complete each assignment depending upon the student’s ability.