Peer Workshopping in the Developmental English Classroom

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Lectures are recorded, posted on Blackboard, and available 24/7!

Watch: How to Flip the Classroom at http://youtu.be/IjUtSvGvB-0

How do we best learn?

- 90% Teaching Others
- 75% Practice
- 50% Group Discussion

Active Participation Retention Rates


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Week 1
Building A Safe Community of Writers:
- Learning Styles
- Multigenres

Week 2
Being a Writer and Reader
- Authors’ styles
- Writer as reader
- Author’s Style/Patterns
- End marks
- Font size (12 pt.)
- Double spaced text
- Quotations properly cited
- Citations properly inserted

Week 3: Essay Writing
- Sentence lengths/Types of Sentences
- Use of “I” and “me”
- Commas before FANBOYS (for, and, nor, but, or, yet, so)
- Commas and Dependent Clauses
- Capital letters at beginnings of sentences
- Capital letters at beginnings of proper nouns

Week 4
- Usage of “a” and “an”
- Numbers, money, dates, time

Week 5
- Possession and ‘s
- Plural/Singular pronoun usage
- Transition words
- Usage of “that”

Week 6
- Descriptive/Figurative language

Week 7
- Prepositions/Prepositional Phrases
- Colon, Dash, Semi-Colon

Week 8
- Dangling/Misplaced Modifiers
- Parallelism
- Verb tenses

Week 9-14: Practice!

Week 15-16: Finals Reviews & Finals
IRW Flipped Class Schedule

10 minutes (approximate)
Journaling and Sharing

10 minutes (approximate)
Reviews of skills as needed, Q & A

Remainder of Class Time:
Homework
In-class activities
Grading conferences

Peer Teaching/Workshops
Review of Materials
Read, Write, Discuss
Overview

1. **Build a Safe Peer Workshopping Environment**
   1. Learning Styles Assessments and Understanding “Why?”
   2. Get to Know Students Activities

2. **Assess Students’ Skills**
   1. Diagnostic
   2. Skills and Master Charts

3. **Many Roles of a Writer**
   1. Why It’s Hard to Workshop...
   2. Progression and Foundations of Skills

4. **How to Set Up a Peer Workshopping Class**
   1. Mini-Lessons
   2. Skills Checklists
   3. Peer Groups

5. **Final Assessments**
   1. Conferencing
   2. Grading
Build a Safe Peer Workshopping Environment

Use Get-to-Know Students activities to help students understand how they learn and how to build skills through social interaction!
Assess Students’ Skills

Diagnostic Writing Assignment
(Blog Assignment)
Diagnostic Grammar
(Connect Adaptive Learning Software by MGH)
## Skills Chart

<table>
<thead>
<tr>
<th>Skills</th>
<th>Clueless</th>
<th>Proficient</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>End Punctuation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interesting Quotes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parts of Speech</td>
<td></td>
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<td></td>
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<tr>
<td>Specific Details</td>
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<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
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<td></td>
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<tr>
<td>Titles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Choices</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
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</tbody>
</table>
# Master Skills List

<table>
<thead>
<tr>
<th>Capital Letters</th>
<th>End Punctuation</th>
<th>Specific Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analisa</td>
<td>Jessica</td>
<td>Jessica</td>
</tr>
<tr>
<td>Zeeshan</td>
<td>Robert</td>
<td>Analisa</td>
</tr>
<tr>
<td>Emily</td>
<td>Kyle</td>
<td>Kyle</td>
</tr>
<tr>
<td></td>
<td>Emily</td>
<td>Breasiah</td>
</tr>
<tr>
<td>Breasiah</td>
<td></td>
<td>Victor</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Commas</th>
<th>Semi-Colons</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kyle</td>
<td>Robert</td>
<td>Analisa</td>
</tr>
<tr>
<td>Breasiah</td>
<td>Kyle</td>
<td>Kyle</td>
</tr>
</tbody>
</table>

<table>
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<th>Parts of Speech</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>Victor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Many Roles of a Writer

Writer

Reader

Proof Reader

Editor

Marketer

Publisher

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Why it’s so hard to workshop...

According to research at Cambridge University, it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without problem. This is because the human mind does not read every letter by itself, but the word as a whole.

http://www.mrc-cbu.cam.ac.uk/people/matt.davis/cmabridge/
“The first draft of anything is shit.” Ernest Hemingway
Writing Process

1. Pre-Write
2. Rough Draft
3. Revise (recursive)
   - reorder, add, delete
4. Edit
   - grammar, punctuation, sentence structures
5. Publish
   - final copy free of errors

Chunkwriters/Freewriters
These two may be the same if composing on electronic devices

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Writers compose in different ways...

- electronically
- record
- pen & paper
- storytell
- song
# Four Kinds of Writing

## Creative
- Narrative/Descriptive Essays
- Informal
- Uses “I”
- Can Include slang/dialogue
- Captures the speech of characters
- Uses contractions (can’t, won’t, I’m…)
- Portrays life and time periods
- Often learn a moral/lesson
- Includes many genres: diaries, personal essays, novels, etc…

## Academic
- Exposition, Argumentative, Research Essay
- Follows MLA for English/History courses
- Follow APA for Science/Math/Nursing
- Strong thesis statement
- Well organized using academic format
- Third person (he/she; him/her; they/their)
- Uses data, documentaries, personal experiences, experiences of others, research, statistics, etc…
- Proper documentation and Works Cited page

## Journalism
- Magazines, Newspapers, Periodicals, etc…
- Uses grammar rules from an editing book titled *AP Style Edit Book*
- Rules fall between Creative and Academic

## Texting
- Phones/Messaging
  - Emoticons
  - Shortcuts
  - Visual

## What’s the difference between the three?

### Numbers are used differently:
- **Creative/Academic**: I saw ten movies!
- **Journalism**: I saw 10 movies.

### Commas are used differently:
- **Creative/Academic**: Lisa, John, and Nancy are friends.
- **Journalism**: Lisa, John and Nancy are friends.
Many Writers Use Patterns, called Authors’ Style...

Patterns:
Basic, simple, to the point sentences
Long, flowing, descriptive sentences
Mixture of simple, medium, and long sentences!

What is your author’s style?

Remember: Never join more than two sentences together. Readers need to follow and visualize writing.
Reading and Writing is like driving…

Period
Question Mark
Exclamation Point

Comma
Colon
Semi-Colon
Dash
Workshop 1:
- End Marks
- Sentence Lengths
- End Marks
- Font Size (12 pt.)
- Double Spaced
- Citations

Workshop 2:
- Capital Letters
- Use of I/Me
- Introductory Commas
- FANBOYS Commas
- Pronoun Usage
- End Marks
- Sentence Lengths
- End Marks
- Font Size (12 pt.)
- Double Spaced
- Citations
Narrative Peer Workshopping Sheet

Peer Reviewers: ________________________________________
Title of Paper: ________________________________________
Author: ________________________________________________

Remember—revisions are the author’s choice!

As the reviewer, I have:

- Listened to the author read the piece aloud
- Highlighted all end punctuation marks
  - Double check for question marks and exclamation points.
- Highlighted words needing capitalization
- Checked use of acronyms
- Highlighted all transition words
- Highlighted misspelled words—use a dictionary or spell check, if needed
- Highlighted numbers Remember: 0-99 spelled out unless:
  - Dates
  - Money and Time
- Highlighted a/an
- Checked for comma use
  - Introductory Commas
  - FANBOYS
  - Cities/States
- Checked for proper use of I/Me
- Checked for narrative guidelines
  - Uses I
  - Uses chronological/sequential/time order
  - True story
  - Moral point/life lesson is _____________________________________________
- Attached feedback sheet to rough draft (given to author)
- I liked: ____________________________________________________________
- I wish the author would add: __________________________________________

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Conferencing & Grading Essays

1. Score each essay with the student beside you. This offers great one-on-one tutoring time!
2. Build grading time into the class schedule
3. Students work on skills assignments or on the next essay assignment while writing conferences take place.
4. Read the essay aloud to the student (if time permits)
5. Use a rubric to score the essay
6. Optional: Students redo essays if errors are numerous and distract readers. The objective is to learn and master skills, which takes practice!
<table>
<thead>
<tr>
<th>Score Range</th>
<th>A: 90-100</th>
<th>B: 80-89</th>
<th>C: 70-79</th>
<th>D: 60-69</th>
<th>Redo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Attributes: All Included</td>
<td>Narrative Attributes: 4 or More</td>
<td>Narrative Attributes: 3 or More</td>
<td>Narrative Attributes: 2 or More</td>
<td>Narrative Attributes: Missing</td>
<td></td>
</tr>
<tr>
<td>Focus/Organized: No errors</td>
<td>Focus/Organized: Minor Errors</td>
<td>Focus/Organized: Needs Work</td>
<td>Focus/Organized: Little Attempt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions: Used Correctly</td>
<td>Transitions: 2-3 Errors</td>
<td>Transitions: 4-5 Errors</td>
<td>Transitions: 6+ Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Workshopping: Complete</td>
<td>Peer Workshopping: Complete</td>
<td>Peer Workshopping: Complete</td>
<td>Peer Workshopping: Incomplete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: _______  Instructor Comments: ©Beth Hammett
Need more information?

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@bethhammett1 (Twitter)
or Google me!
1. Writing assessment is useful primarily as a means of improving teaching and learning. The primary purpose of any assessment should govern its design, its implementation, and the generation and dissemination of its results.

2. Writing is by definition social. Learning to write entails learning to accomplish a range of purposes for a range of audiences in a range of settings.

3. Any individual's writing ability is a sum of a variety of skills employed in a diversity of contexts, and individual ability fluctuates unevenly among these varieties.

4. Perceptions of writing are shaped by the methods and criteria used to assess writing.

5. Assessment programs should be solidly grounded in the latest research on learning, writing, and assessment.

http://www.ncte.org/cccc/resources/positions/writingassessment

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Breakdown of Daily Class Routine:

**First 10 Minutes of Class:**
1. Journal Writing: On-Demand writing not graded for content, but counted for number of days students participated. For examples and more information, read *Journal Writing in the Classroom* (Kindle/Nook)

**Next 10 Minutes:**
2. Questions and Examples over Mini-lessons that Introduce Skills

**Remainder of Class:** Proofreading: Find and fix the skills inside your essay
3. Read-arounds: done in small groups of at least 4-5, students (Remember: Read as written! Pause for commas/stop at ends of sentences. Read with feeling!)
   2. Peer workshopping of group members’ essays using workshopping sheet. Guide students individually or whole group, as needed, through highlighting of skills for the first peer workshopping attempt. Afterwards, students pass the essays with their workshopping sheets clockwise in groups and highlight skills listed on the Peer Workshopping Sheet handout. Remember, the first workshopper has the hardest job!
3. Instructor/Teacher waits for questions and acts as coach and tutor to reteach skills
4. Students correct errors within essays for next peer workshopping or for final and they repeat steps 1-7 as needed

**Grading:**
5. Essays are graded using a rubric reviewed before starting the assignment. In-class individual student/teacher conferences are used for grading essays
   (Repeat steps as often as needed during class time)
Take the Learning Styles Assessment:

Online at:
http://www.ldpride.net/learning_style.html
http://www.engr.ncsu.edu/learningstyles/ilsweb.html
http://agelesslearner.com/assess/learningstyle.html

Optional: View slide 8 of presentation to determine your learning style.

If your scores are a few points apart, then you may have more than one learning style!
Learning Styles Activity:

1. Make a list of your top four favorite study skills methods:
   Examples: cram flashcards rote memory study groups

2. Circle the methods that match your learning style(s).

3. Finally, list one or two new study skills methods based on your learning style(s).

4. Compare/contrast your list to three peers’ lists.

Finally:
Find Instructors/Teachers that match your learning style(s)! Ask friends, look at syllabus, etc...
Multigenre Introduction Activity:

1. Pair up with one other person.
2. Exchange information.
   - Names, hobbies, awards, vacations, favorite artists/authors/books/movies/teams/songs/poems, places lived, etc...
3. Choose 3 different genres from the Multigenre List (slide 4) to introduce your partner to others in the class (example slide 5)
**Multigenre List**

Use a variety of:

<table>
<thead>
<tr>
<th>Poems</th>
<th>Advertisements</th>
<th>instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plays</td>
<td>movie reviews</td>
<td>myths</td>
</tr>
<tr>
<td>Fiction</td>
<td>plays</td>
<td>puzzles</td>
</tr>
<tr>
<td>Photos</td>
<td>resumes</td>
<td>speeches</td>
</tr>
<tr>
<td>Non-Fiction</td>
<td>tall tales</td>
<td>fairy tales</td>
</tr>
<tr>
<td>Song Lyrics</td>
<td>tv scripts</td>
<td>restaurant menu</td>
</tr>
<tr>
<td>Interviews</td>
<td>postcard</td>
<td>ransom note</td>
</tr>
<tr>
<td>Diaries/Letters/Journals</td>
<td>memo</td>
<td>collage</td>
</tr>
<tr>
<td>Comics</td>
<td>business card</td>
<td>editorial</td>
</tr>
<tr>
<td>Sketches</td>
<td>eulogy</td>
<td>tabloid article</td>
</tr>
<tr>
<td>Magazine/Newspaper Articles</td>
<td>travel poster</td>
<td>wanted poster</td>
</tr>
<tr>
<td>Epitaphs</td>
<td>flashbacks</td>
<td>top ten list</td>
</tr>
<tr>
<td>Recipes</td>
<td>science fiction</td>
<td>fantasy</td>
</tr>
<tr>
<td>Email</td>
<td>obituary</td>
<td>dialogue/conversation</td>
</tr>
</tbody>
</table>

Others:

___________________  ___________________  ___________________

___________________  ___________________  ___________________

For Crosswords, Mazes, etc... try www.puzzlemakers.com

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Favorite Movie: The Hobbit
Read with Emotion!

A period means no emotion or a flat-line statement:
My house is on fire.

A question mark means puzzlement or lowering/rising of voice:
My house is on fire?

An exclamation point means emotion is used to convey meaning:
My house is on fire!
Many Writers Use Patterns, called Authors’ Style:

**Directions:** Take turns reading the below passages. Read as written, and breath only at end marks.

**Pattern: Simple, to the point, sentences:**
It was late. There was black smoke from the rock chimney. It made curly-cues through the midnight blue sky. The train’s whistle pierced the quietness of the night. Owls hooted. Coyotes howled. The chugging of the engine bothered neither soul nor beast.

**Pattern: Long, flowing, descriptive sentences:**
It was late, and the black smoke from the rock chimney made curly-cues through the midnight blue sky as the train’s whistle pierced the quietness of the night; owls hooted while coyotes howled as the chugging of the engine bothered neither soul nor beast.

**Pattern: Mixture of simple, medium, and long sentences:**
It was late. The black smoke from the rock chimney made curly-cues through the midnight blue sky. Suddenly, the train’s whistle pierced the quietness of the night. Owls hooted. Coyotes howled. Yet, the chugging of the engine bothered neither soul nor beast.

Author’s style is like a fingerprint—each is unique.
Look at a piece of your writing. Use three different colors of highlighters, rotate these to underline each sentence. Can you find your pattern/style?
Commas and Sentencing

Name: _____________________________

Work In pairs or individually to cut and paste two examples of each rule from magazines, newspapers, etc... No handwritten or printed from the Internet examples, please!

Extra Credit: Label the sentences as simple, compound, complex, or compound-complex.

1. Items in a series comma rule. Example: I love apples, bananas, and oranges.

2. FANBOYS rule. Example: I love bananas, but I dislike pears.

3. Dates: Month Day Year Rule Example: The paper was signed July 4, 1776, in the morning.

4. Conjunction (a, and, the) rule. Example: He likes cats and dogs.

5. Beginning of a sentence (dependent clause) Example: At lunch, I walked home.

6. Appositive Rule (renames a noun) Example: John, the plumber, is late.

7. Adverb Beginnings (-ly) Example: Suddenly, rain fell from the sky.

8. Semi-colon Example: Pizza is my favorite food; I like pepperoni the best.

9. Colon Example: My favorite foods are: American, Chinese, German, and Mexican.

10. Dash Example: There is one place I do not want to visit—jail!

Find More Activities at: www.bethhammett.blogspot.com or Educator Helper

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Dangling and Misplaced Modifiers

On the paper provided, choose one dangling/misplaced modifier to illustrate. Write the incorrect sentence at the top of the paper then label it misplaced or dangling. Write the correct sentence below the illustration.

1. Having frozen on the vines, the farmers lost their pumpkin crop.
2. We noticed several dead animals driving along the narrow road.
3. The bandits chased the train yelling wildly.
4. My cousin described the wedding in the elevator.
5. The cheerleaders cheered for the football team with pom-poms.
6. The smoke alarm went off while cooking my dinner.
8. Covered in chocolate, my friends will love these doughnuts.
9. Clanging in the dryer, Carla found her lost necklace.
10. The family grew in the soil stalks of corn.

Example:
Foaming at the mouth, the dog catcher ran from the stray dog.
Prepositional Walk

Name: ____________________
(use each preposition only once.)

Use complete sentences, prepositions, and transitions to explain your walk.

1. I went ______________________________.
2. ____________________________________.
3. ____________________________________.
4. ____________________________________.
5. ____________________________________.
6. ____________________________________.
7. ____________________________________.
8. ____________________________________.
9. ____________________________________.
10. ____________________________________.

Illustrate your prepositional walk below. This is the path my group chose:

About      Below     From
Above      Beneath    In
Across     Beside     Into
After      Between    Up
Among      By         With
Around     Down       Without
At         During     Before
Except     Over       For
Since      Toward     Through
Under

Paste copy of your campus map here
Author/Writer's Questions

1. As a reader, what do you want to know more about?
2. Was there a part that didn't make sense?
3. Are my sentences clear and easy to understand?
4. Is my vocabulary too difficult or too elementary?
5. Did I use the best order for my writing?
6. Is there a part I should take out?
7. Did I use any weak repetitions?
8. Do I have any sentences I could tighten?
9. What details should I add? Do I need some more description? Where?
10. Did I use some cliches or tired words need to be changed?
11. Should I combine any of my sentences?
12. Could I add some similes or metaphors somewhere'?
13. Did I indent in the right places?
14. Should I add dialogue anywhere?
Suggestions for Peer Workshopping Responses

Peers' Compliments:
I like the way your paper began because...
I like the way you explained...
I like the order you used in your paper because...
I liked the details you used to describe...
I think your dialogue was realistic, the way (character) said...
I liked the descriptive words you used in your writing, such as...
I like the simile or metaphor you used for...
You used some effective repetition in the part where...
Your writing "put the reader there" because...
I like the sensory details you used like...
I like the way the paper ended because...
Your paper has effective sentence variety in the part where...
I like the mood or tone of your writing because it made me feel...
Peers' Clarifying Questions and Suggestions for Improvement

1. Could you write a better lead sentence to "grab" your readers?
2. I got confused in the part about...
3. Could you add an example to the part about...?
4. Could you add more to this part because...?
5. Do you think your order would be more effective if you...?
6. Do you think you could leave this part out because....?
7. Could you tighten your sentences in this part...?
8. Could you add some direct dialogue to this part...?
9. Is this paragraph on topic?
10. Could you combine some of the shorter sentences...?
11. Should you end here...?
12. Your inside/end punctuation caused me to have to read this part twice...
Active Learning Book/Media Resources


C. Richard, Greater Houston Area Writing Project Presentation. 2006


http://www.education.uiowa.edu/resources/tep/eportfolio/07p075fol_der/Piaget_Vygotsky.htm


Writing Powerpoints at:
Active Learning Recommendations by Center for Teaching Excellence


**Cooperative Learning and Teamwork:**


**Creativity and Problem Solving:**


Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Washington, DC: ISTE; and Alexandria, VA: ASCD.


http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/


http://home.edweb.net/


http://testkitchen.colorado.edu/reports/smartphone/smartphone-survey/

http://www.ecs.org/


http://www.sophia.org/flipped-classroom

http://www.youtube.com/watch?v=zHdUXFiqJjg&sns=em Nerds on the Board for Knewton

http://youtu.be/IjUtSvGvB-0 Flipping the Classroom

http://www.youtube.com/watch?v=fIg9RyIwdhI&sns=em McGraw Hill LearnSmart Adapative Learning Technology


Additional Websites for Active Learning and Flipped Lesson Plans

www.activelearning.com
www.texascollaborative.org/activelearning.htm
www.effectiveteachingsolutions.com
www.wordsworth2.net/activelearning/index.htm
www.rockhall.com
www.pbs.org
www.discovery.com
www.alnap.org/
www.tag.ubc.ca/links/Topics/WebResources05/2ActiveLrg.pdf
www.alh.sagepub.com
www.webeye.ophth.uiowa.edu/dept/websites/blindness.htm (for visually impaired)
www.thenationalacademy.org/resources/learning.html
https://eee.uci.edu/help/website/teaching (technology and active learning)
www.home.capecod.net/~tpanitz/starterpages/clsites.htm
www.cte.uiuc.edu/Did/Resources/IncompleteBib.htm
http://www.nap.edu/catalog/9853.html
http://www.crlt.umich.edu/tsmain.html
http://web.grcc.cc.mi.us/ctl/7princip.htm
http://www.byu.edu/tmcbucs/fc/pages/tchlrfr.html
http://teaching.berkeley.edu/bgd/teaching.html

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