

Welcome to the Advanced Communication Series.

This course is suitable for upper level High School and College level students to use independently or with a mentor, teacher, or parent. Please observe our copyright policies.

This document contains two books in one.

ACS_Student_Book.pdf

This document contains all the handouts to go with the DVDs plus reinforcement exercises to not only practice what was taught on the DVD, but also give you extra instruction and writing assignments to practice your new skills. There are sixteen lessons in the plans, which will take you 16-32 weeks to complete.

This expanded student book is only reproducible within a single family. Please have other students purchase their own copy of this student book.

ACS_Seminar_Handouts.pdf

This document contains all the handouts that go with the three DVDs. Print these if you intend to watch the DVDs from start to finish and don't want any reinforcement exercises.

This set of handouts is freely reproducible by a teacher for multiple students.

Enjoy your materials!

Advanced Communication Series



A Video Seminar for
Upper High School and College level Students

STUDENT BOOK

16 lessons using the Advanced Communication Series



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

Andrew Pudewa
Danielle Olander

Also by Andrew Pudewa:

Advanced Communication Series (Basic Seminar Handouts)
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 Intensive (Levels A, B, and C)
Student Intensive Continuation Course (Levels A, B, and C)
Teaching Writing: Structure & Style
The Two Andrews: On Writing and Teaching Writing

Copyright Policy

Advanced Communication Series
Student Book
First Edition, 2008
Second Printing, November 2011
Copyright © 2001 Andrew Pudewa
Copyright © 2008 Danielle Olander

Our duplicating/copying policy for this **Student Book**:

All rights reserved.

No part of this book, e-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 this Student Book for use by multiple children within your immediate family.

Small group or co-op classes: The reproducible Basic Seminar Handouts may be copied and distributed within your class. However, if you wish to use this expanded Student Book in your class, each participating student or family is required to purchase their own copy (hard copy or e-book).

Classroom teachers: The reproducible Basic Seminar Handouts may be copied and distributed within your class. However, if you wish to use this expanded Student Book in your class, a hard copy or e-book must be purchased for each participating student.

Library use: Printed materials and DVDs may be checked out of a lending library provided patrons agree not to make copies.

Additional Student Books may be purchased from:
www.excellenceinwriting.com/ACS-B (hardcopy) or
www.excellenceinwriting.com/ACS-E (e-book)

Printed in the United States of America

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

Course Overview.....	1
Scope and Sequence.....	3
Disc Times	4

Persuasive Writing and Speaking

Lesson Notes for Lesson 1: Basic Essay Structure and Style	5
Lesson 1: Exercise 1	6
Lesson 1: Exercise 2	7
Lesson 1: Exercise 3	9
Lesson 1: Exercise 4 and Grade Sheet	10
Lesson Notes for Lesson 2: Persuasive Essay Models	13
Lesson 2: DVD Lecture Handouts (for the DVD viewing)	14
Lesson 2: Exercise 1	16
Lesson 2: Exercise 2	18
Lesson 2: Exercise 3	19
Lesson 2: Exercise 4 and Grade Sheet	21
Lesson Notes for Lesson 3: Writing a Persuasive Essay	23
Lesson 3: Exercise 1	24
Lesson 3: Exercise 2	25
Lesson 3: Exercise 3 and Grade Sheet	26

Advanced Note Taking

Lesson Notes for Lesson 4: Persuasive Speaking	28
Lesson 4: DVD Lecture Handouts (for the DVD viewing)	29
Lesson 4: Exercise 1	30
Lesson 4: Exercise 2	31
Lesson 4: Exercise 3	32
Lesson Notes for Lesson 5: Introduction to Tree and Branch Outlining	33
Lesson 5 DVD Lecture Handouts (for the DVD viewing)	34
Lesson 5: Exercise 1	35
Lesson 5: Exercise 2	36
Lesson 5: Exercise 3	37
Lesson 5: Exercise 4	38
Lesson Notes for Lesson 6: Note Taking from Text Sources	39
Lesson 6 DVD Lecture Handouts (for the DVD viewing)	40
Lesson 6: Exercise 1	43
Lesson 6: Exercise 2	45
Lesson 6: Exercise 3	46
Lesson 6: Exercise 4	47
Lesson Notes for Lesson 7: Note Taking from a Lecture	48
Lesson 7: Exercise 1	49
Lesson 7: Exercise 2	50
Lesson 7: Exercise 3	51

Continued

Lesson Notes for Lesson 8: Note Taking from a Lecture and Study Skills	52
Lesson 8 DVD Lecture Handouts (for the DVD viewing)	53
Lesson 8: Exercise 1	54
Lesson 8: Exercise 2	55
Lesson 8: Exercise 3	56

Power Tips for Planning and Writing the College Level Paper

Lesson Notes for Lesson 9: Introduction to College Writing	57
Lesson 9 DVD Lecture Handouts (for the DVD viewing)	58
Lesson 9: Exercise 1	59
Lesson 9: Exercise 2	60
Lesson 9: Exercise 1 or 2 Grade Sheet	61
Lesson Notes for Lesson 10: Using Instructor Guidelines and Working Within Disciplines	62
Lesson 10: DVD Lecture Handouts (for the DVD viewing)	63
Lesson 10: Exercise 1	64
Lesson 10: Exercise 2	65
Lesson 10: Exercise 3	66
Lesson Notes for Lesson 11: Basic and Extended Essay Models	67
Lesson 11 DVD Lecture Handouts (for the DVD viewing)	68
Lesson 11: Exercise 1	69
Lesson Notes for Lesson 12: Planning Assignments and Meeting Instructor Expectations	71
Lesson 12 DVD Lecture Handouts (for the DVD viewing)	72
Lesson 12: Exercise 1	84
Lesson 12: Exercise 2	85
Lesson 12: Exercise 3	86
Lessons 13–16: Write a Term Paper	93
Lesson 13: Planning, Thesis, and Bibliography	96
Lesson 14: MLA Citations, Writing the Essay	103
Lesson 15: Proofreading, Logic, and Transitions	106
Lesson 16: Formatting Your Paper	110

Appendices

Appendix 1: Lesson 2: Exercise 1 Answer Key	113
Appendix 2: Lesson 12: Exercise 1 and 2 Answers	115
Appendix 3: Sample Term Paper Guidelines and Topics	117
Appendix 4: Sample MLA Style	121

Welcome to the Advanced Communication Series. These supplemental materials are provided so that you can practice what you learn on the three DVDs.

Recommended Prerequisites

The Advanced Communication Series is appropriate for upper level High School and College students. Although there are not prerequisites to the Advanced Communication Series, it is expected that students are very comfortable writing essays using the basic essay model and have experience conducting research for writing with documentation.

All the instruction presented is based on Andrew Pudewa's *Teaching Writing: Structure and Style*. Although familiarity with the program will make using these lessons much easier, students and teachers should still find them very helpful as stand-alone materials.

Course Objectives

By the end of this course a student should be able to:

- Understand the difference between a traditional thesis statement and a persuasive statement
- Write a persuasive essay
- Present a persuasive speech
- Take notes from both written and spoken sources using the Tree and Branch method
- Organize and write a college level paper
- Consider how to write for individual professors
- Document research using MLA citation methods
- Plan and implement proofreading a paper

Course Pacing

This student book provides 12 lessons to accompany the 3 Advanced Communication Series DVDs (4 lessons per DVD). Since each lesson contains 1- 4 reinforcement exercises related to the teaching on the disc, it will take a student 1-2 weeks to complete each lesson. The last four lessons take a student through a term paper project and do not have a DVD to accompany them.

These suggested lessons are intended to make the DVDs more useful, not more of a burden. You are welcome to simply watch the DVDs in their entirety without doing any of the reinforcement lessons, do only some of the exercises, or do them all.

Each lesson with its exercises can take 1-2 weeks to complete, so this course can be completed in 1-2 semesters when using the lessons. Although the DVDs were designed for a mature student to view independently, a student would benefit more by working through the lessons with a mentor, teacher or parent.

These lessons also lend themselves to co-op or group showing. Simply provide each student with a copy of these lessons and watch the DVD lesson together once a week and then complete the reinforcement exercises before moving on to the next lesson. Class time can be divided between evaluating student work together and watching the next portion of the DVD.

If you have any questions or comments about the lessons, please feel free to contact the author at danielle@excellenceinwriting.com.

Course Credit

For high school students using these materials, one semester English credit may be granted when watching the DVDs and completing all the writing exercises.

Class Materials

The handouts referred to on the DVD are embedded in these lessons as you need them, so each student will only need a copy of this student book. The DVD viewing is described on the “Lesson Notes” page with all the handouts and materials for the reinforcement exercises immediately following.

Grading

Composition Checklists and Grade Sheets are provided with each writing assignment. Teachers may use them as they deem best and may wish to grade for the other exercise work as well.

Video Production & DVD Usage

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, and is therefore better viewed with a smaller screen window.

Transcriptions of board notes are provided on each “Lesson Notes” page. If students wish to have more time to copy the notes from the screen, it should be quite possible to pause the video presentation at certain times that would allow a clear view (and copying) of the writing on the white board if necessary.

Since these lessons were written after the creation of the DVDs, there are no automatic breaks on the DVDs. Accordingly, watch the directions given in each lesson to know when to start and stop the DVD.

Advanced Communication Series			Scope and Sequence
Disc Title	Lesson	Lesson Topic	Optional Reinforcement Exercises
Disc 1 Persuasive Writing & Speaking	1	Basic Essay Structure and Style (Viewing time 34 minutes)	1. Editing for Structure and Style
			2. Essay Analysis
			3. Essay Analysis
			4. Write an Essay
	2	Persuasive Essay Model (Viewing time 32 minutes)	1. Tips for Stronger Prose
			2. Essay Analysis
			3. Thesis Statement vs. Persuasive Introduction
			4. Write a Persuasive Essay
	3	Writing a Persuasive Essay (Optional Lesson – No DVD)	1. Essay Analysis
			2. How Do You Eat an Elephant?
			3. Write a Letter to the Editor
	4	Persuasive Speaking (Viewing time 35 minutes)	1. Analyze Your Style
2. Prepare a Persuasive Presentation			
3. Give a Persuasive Presentation			
Disc 2 Advanced Note Taking	5	Introduction to Tree and Branch note taking (Viewing time 20 minutes)	1. Practice Note Taking: <i>The Perfect Fort</i>
			2. Practice Note Taking: <i>Flannery O'Connor</i>
			3. Practice Note Taking: <i>Fifty in Six Weeks</i>
			4. Practice Note Taking: Your choice
	6	Note taking from Text Sources (Viewing time 31 minutes)	1. Practice Note Taking: Voodoo Mice
			2. Practice Note Taking: Any Article
			3. Practice Note Taking: Any Article
			4. Practice Note Taking: Any Article
	7	Note taking from a Lecture (Viewing time 19 minutes)	1. Practice Note Taking: Any Lecture
			2. Practice Note Taking: Any Lecture
			3. Practice Note Taking: Any Lecture
	8	Note taking from a Lecture & Study Skills (Viewing time 25 minutes)	1. Practice Note Taking: Any Lecture
2. Practice Note Taking: Any Lecture			
Disc 3 Power Tips for Planning & Writing a College Level Paper	9	Introduction to College Writing (Viewing time 42 minutes)	1. Writing in Response to an Essay Question (Timed, No Preparation)
			2. Write a Short Essay
	10	Using Instructor Guidelines; Working within Disciplines (Viewing time 16 minutes)	1. Length Exercise
			2. Title Exercise
	11	Basic and Extended Essay Models (Viewing time 29 minutes)	3. Discipline Exercise
			1. Essay Planning Exercise
	12	Planning Assignments and Meeting Instructor Expectations (Viewing time 44 minutes)	1. Calendar Exercise
			2. Proofing Exercise
(No DVD)	13-16	Term Paper Project (Optional Lesson – No DVD)	3. Annotated Sample/Espionage
			Write a Term Paper

LESSON NOTES

Lesson 1: Basic Essay Structure and Style

DVD Viewing

Watch the first disc, *Persuasive Writing & Speaking* from the beginning to the end of the section on style. Stop after Mr. Pudewa presents the transitional clincher and when he says, “Now what about the Persuasive Model...” Viewing time approximately 34 minutes.

Concepts Presented

- Review the basic essay structure
- Topic/Clincher review
- Adding commentary to paragraphs
- Avoid using “I”
- Stylistic techniques to keep the reader going
- Transitional Clincher

Student Exercises

1. Editing for Structure and Style
2. Essay analysis
3. Essay analysis
4. Write an essay

Stylistic Techniques

1. Words – understand
– define
2. Sentence Pattern
 1. Subject
 2. Prep.
 3. -ly
 4. -ing
 5. clausal
 6. V.S.S. (2-5)
3. Transitional Clincher
The clincher sentence of a paragraph repeats or reflects 1-3 words of the topic sentence AND 1-3 key words of the next topic.

Basic Essay Model

- I. Intro
 1. Attention
 2. Background
(time/place/context)
 3. State Topics (3)
- II. Topic
 - 1.
 - 2.
 - 3.
 Clincher (repeat or reflect 2-3 key words of the topic)
- III. Topic
 - 1.
 - 2.
 - 3.
 Clincher
- IV. Topic
 - 1.
 - 2.
 - 3.
 Clincher
- V. Conclusion
 1. Re-state Topics
 2. Most significant
 3. think and why (the “why” will involve thinking, arguing and reasoning). NO “I”

A More Sophisticated Paragraph Model

- II. Topic
 1. fact
 2. fact
 3. comment
 4. fact
 5. comment
 6. comment
 Clincher

Lesson 1: Exercise 1

You be the editor: Edit for Structure and Style.

- *Divide the essay below into 5 paragraphs (Introduction, Topic 1, Topic 2, Topic 3, Conclusion).*
- *Remove any “I” statements.*
- *How would you change the style of this essay?*
- *Insert additional facts or opinions to make each paragraph 5–7 sentences long.*
- *Make sure you have a topic and a clincher sentence for each body paragraph.*

Don't Go Too Long Without It

When asked what is the most important tool in a household, I don't usually think of the toothbrush. While it is most often thought of in terms of dental hygiene, it is my opinion that it is also used for many other tasks around the house. Unfortunately, toothbrushes sometimes are forgotten or lost, and an alternative must be found. Toothbrushes are often replaced after a six-month check-up in the dentist's office. Most dentists say this is not often enough. A toothbrush must be strong and in good condition to take the plaque off our teeth. When brushing your teeth, set a timer for two minutes. This is the minimum time recommended for a complete brushing. Although the little bristles on a toothbrush are intended for cleaning teeth, they can also be used in other situations. Do you know someone who works on cars? They may use a toothbrush to clean the engine parts. If you have a tile tub, your mom may tell you to use a toothbrush to clean the grout between the tiles. Ultimately, a toothbrush can be used for any cleaning task when little areas must be cleaned thoroughly. What happens when you lose or forget your toothbrush? One alternative, which is widely advertised, is gum. Sugarless gum can be effective. Have you ever just put toothpaste on your finger and brushed that way? Of all the uses for a toothbrush, of course the most important is its intended use, to clean teeth. However, thinking of alternative uses can be humorous, if not practical. Although the alternatives may be effective, I suggest that you should not go too long without a real toothbrush.

Lesson 1: Exercise 2

Essay Analysis: The essay that follows on the next page entitled “Family Property: Just a Memory?” shows how a simple descriptive essay can be turned into an opinion piece simply by adding a statement in the conclusion. Read the essay and answer the following questions.

1. What is the author arguing?

2. How does the style of essay affect your response to the argument?

3. Because the author is dealing with a personal topic, she uses “I.” How is this use of “I” different from the use of “I” that Mr. Pudewa recommends not using?

Family Property: Just a Memory?

When my mother was ten, my grandfather purchased a piece of lakefront property that could only be accessed by boat. Called “camp” by everyone in the family, the small house had no heat or indoor plumbing at first. My mother remembers many summers spent swimming, fishing for sunfish, and boating on the lake. In 1974, my parents and I moved to camp while my father was unemployed. Staying until 1978, I will always have fond memories of my first four years on the lake. The long drive from town, the view of the lake, and the rustic simplicity of the cabin all combine in my heart to make this one of my favorite places to visit.

About an hour west of Boston on Route 2, the town of Ayer appears only as a spot on the map and an exit. Missing this insignificant exit, however, means an additional half hour drive to the Fitchburg exit. Either one of these towns must be passed to get to Lunenburg, a small town which consists of a church, some shops, and a school. The road to the lake is easily missed, as I have learned by experience. Twisting among trees, the partly paved road passes tightly packed cottages and offers glimpses of the sparkling waters of Hickory Hills Lake. As the road passes the small overflow dam, it turns and the road leading out to the cottage appears on the left.

Horizon Island Road crosses a causeway on its way out to the island on which the cottage is situated. Lined with blackberry bushes, the causeway was where I first learned to walk. At the end of the causeway, turn left into the second driveway. In a clearing at the top of the driveway sits a little red house with white trim. The dirt clearing to the side of the driveway at one time contained a thriving vegetable garden that was my father’s pride. This is actually the back of the house, surrounded by tall pines in sandy soil.

The back door opens into the kitchen, which appears small. To the left of the kitchen, the long, narrow living room stretches from the back of the house to the front, ending in a large picture window that overlooks the lake. This window gives the best view for sunsets. The short hallway to the right of the kitchen leads to the miniscule bathroom and two adequate, but small, bedrooms. On the left is the “master” bedroom, where I would run every time the phone rang to get into my mother’s makeup. To the right was my bedroom, which looks out into the garden area. My father always put me to bed telling me to listen for the corn growing.

The dining area contains a small table and chairs, an ancient Frigidaire, and the hatch to the basement, as well as the door to the front porch. On the porch is a small umbrella table for outdoor meals and snacks. The front of the house faces the lake directly. Down a full flight of stairs and out onto the sandy yard, the path to the lake passes an old brick fireplace, once used for grilling the tiny fish my mom and her siblings once caught. It may not work as well as it did then, but my husband and I roasted hot dogs and marshmallows when we stayed there on our honeymoon. Although we call it the beach, it contains more pine needles and pebbles than sand. Once the summer season begins, my uncle brings out the float, along with the canoe and motorboat, which have been stored in the basement for the winter.

Hickory Hills Lake itself began as a field and was converted into a reservoir during the Depression, as a WPA project. As the land around the lake was purchased for summer camps, roads were run through the surrounding woods. The lake is dotted with many small islands which make great picnic spots. It would take the better part of a morning to canoe around the entire lake. As our canoe slipped quietly through the water, my husband and I tried to follow a loon that kept just out of sight. Early the next day we saw a heron standing on the neighbors’ float at sunrise.

The memories I have of the lake may not be memories my children can have, except through my sharing of them. After my grandfather died in June, the property passed to my mother and her two siblings. Sharing a property is causing tension among them, so they are considering selling. As much as I hate to lose this piece of family heritage, I more strongly wish that the tension would be lifted from the family. After all, most of my memories of the times spent, as well as the surrounding beauty, were all made with family, which is more important than a piece of land.

Lesson 2 Lecture Notes

Persuasive Essay Model

I. Introduction

1. Attention
2. Background
3. State 3 topics: A, B, C – Make the Question Clear

II Topic A – facts which are least supportive of your position

- 1.
- 2.
- 3.
- 4.
- 5.

Clincher

CON

PRO

III. Topic B – balanced, with facts supportive of both sides

- 1.
- 2.
- 3.
- 4.
- 5.

Clincher

CON

PRO

IV. Topic C – facts which most strongly support your position

- 1.
- 2.
- 3.
- 4.
- 5.

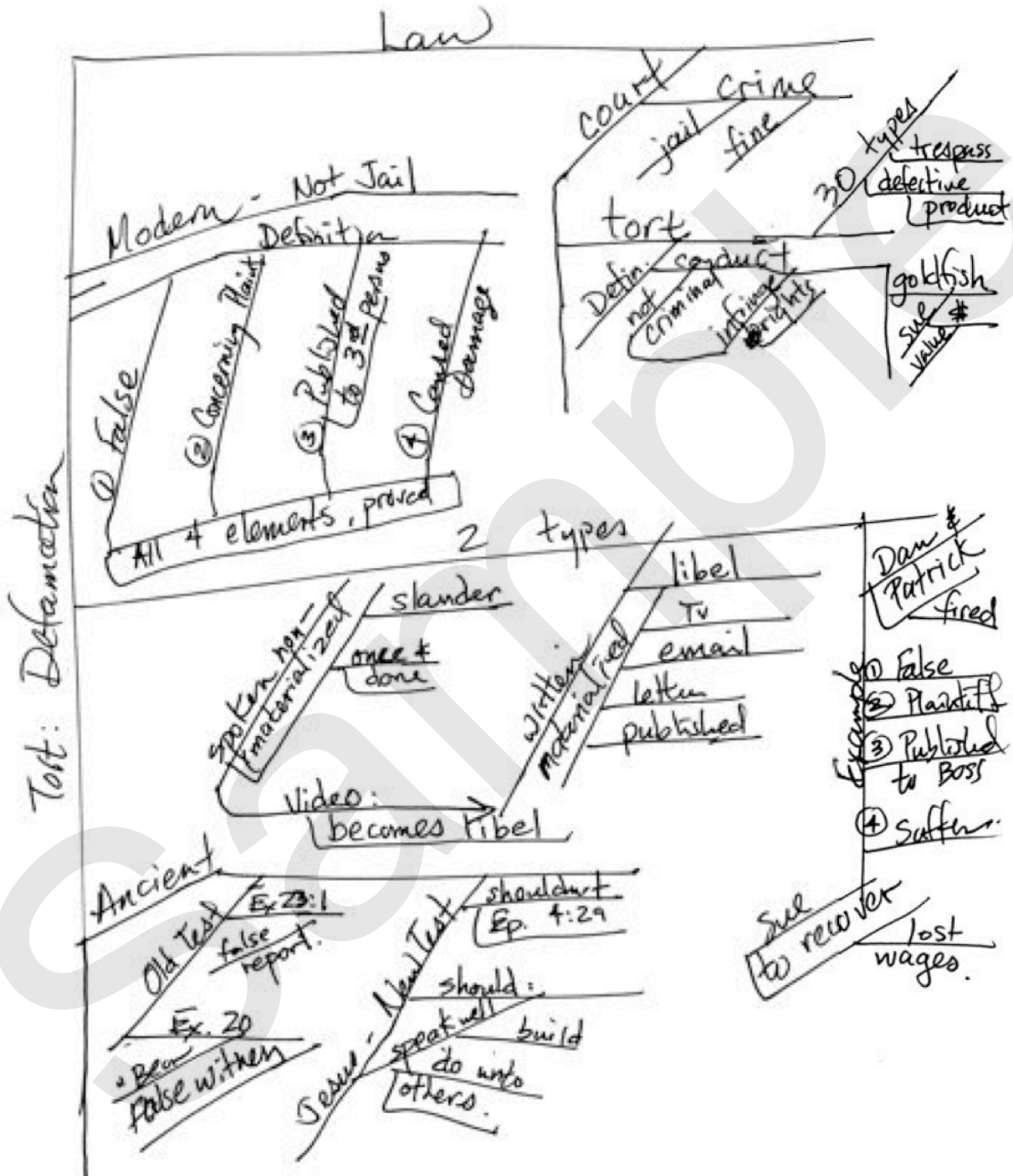
Clincher

PRO

V. Conclusion

1. Restate 3 Topics, but...
2. **Argue:** Discredit evidence against your position
3. **Answer** question authoritatively & definitively

Andrew Pudewa's notes on Trent's second lecture on "Defamation".



Lesson 11 Lecture Notes

POWER TIPS FOR PLANNING & WRITING A COLLEGE LEVEL PAPER

III. Selecting a Structure to meet the need:

- Basic Essay Model
- Adapting the model for:
 - length (# pages = paragraphs)
 - # ¶ = # topics
 - “expanded” essay (6-7 ¶)
 - “super” essay (12-16 ¶)
 - purpose:
 - summary
 - thesis
 - persuasive
 - argumentative
- Designing a new model
 - meet the assignment description
 - related, continued or sub-topics

Basic Essay Model

I. Introduction

1. Attention getter
2. Background info (time, place, context)
3. State 3 topics, ABC (and thesis)

II. Topic A

- 1.
- 2.
- 3.
- 4.
- 5.

Clincher

III Topic B

- 1.
- 2.
- 3.
- 4.
- 5.

Clincher

III Topic B

- 1.
- 2.
- 3.
- 4.
- 5.

Clincher

V. Conclusion

1. Restate 3 topics
2. Explain support for Thesis
3. Most significant and why (No “I”)

II. Topic Sentence

1. Fact
 2. Fact
 3. (comment)
 4. Fact
 5. Fact (comment)
- repeat
or reflect
2-3 key
words
- Clincher

Basic EssayIntroduction

Topic A

Topic B

Topic C

ConclusionExpandedIntroduction

Topic A

Topic B

Topic C

Topic D

Topic E

Conclusion“Super”EssaySuper IntroIntro Essay I

Topic A

Topic B

Topic C

Conc Essay IIntro Essay II

Topic A

Topic B

Topic C

Conc Essay IISuper Concl.