



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

Student Writing Intensive Continuation Course Level C

by
Andrew Pudewa
& Jill Pike

Teacher's Manual

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

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Welcome to the *Student Intensive Continuation Course* Level C.

Recommended Prerequisites

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

- Note-taking and writing from “key word outlines” (Units 1 & 2)
- The six “Dress-up” techniques & five Sentence Openers (#1, #2, #3, #5, #6)
- Story sequence (Unit 3)
- Titles
- Topic-clincher paragraph rule (Unit 4)
- Basic Essay Model (Unit 7)

Students who have not completed the *Student Writing Intensive* 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 various kinds of essays, including biographical, persuasive, personal
- Write biographical, event, persuasive, and personal essays
- Conduct an interview and write their findings
- Complete a super essay with bibliography and footnotes
- Perform imitation in style and letter to the editor writing
- Know selected Greek and Latin word roots

Course Pacing

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

Two Year Plan: If your high school student has only completed the *Student Writing Intensive* Level C, has not had much exposure to Excellence in Writing, and is a freshman or a sophomore, you may want to consider the two-year plan. 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 and can be repeated as often as you wish.

One Year Plan: If your student has had more exposure to Excellence in Writing materials or is a junior or senior in high school, the one-year plan should work very well. Teachers should be sensitive to student’s 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. You may repeat them 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: You can condense the entire course into a ten-week intensive seminar. Since this course was originally taught in a ten classes over the course of 11–12 weeks, you can do the same. Set aside 2.5 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. Give your students an extra week or two to complete their writing during the Super Essay assignment. There is a document entitled “SICC-C 10-Class Handouts” on the CD-ROM, which contains all the original student handouts if you decide to use this bare-bones option.

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 other 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:

excellenceinwriting.com/SICC-C-SB (printed packet)

excellenceinwriting.com/SICC-C-SE (e-book)

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 sources for you, in most cases it is easy to adjust the lessons to fit whatever subjects 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 your time period in another voice, or even tell 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, the completed writing assignments from the students who took the filmed class are included on the CD-ROM (see the "Student Samples" document). The student samples provided with each class are not by any means perfected, but 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.

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 excellenceinwriting.com and clicking on the "Help and Support" tab.

Video Production & DVD Usage Comments

Because class sessions one, two, and three were recorded without student microphones, the children's comments and questions are difficult to hear; however, Mr. Pudewa 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 these Teacher's Notes. 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.

SICC Level C

Scope and Sequence

Lesson	Concepts Presented	Student Handouts	Homework Assignment
1 (Disc 1)	Style Review Unit IV Summarizing	“Bad Vibes” Article Summary Article Assignment Checklist and Grade Sheet	Summarize three articles into three paragraphs
2 (Disc 1)	Writing from Pictures	Writing from Pictures Model “Chandelier” set of pictures Checklist and Grade Sheet	Write three paragraphs based on picture provided in class Summarize an article in one ¶
3 (Disc 1)	Writing from Pictures	“Ring Bearer” set of pictures Typing Guidelines Checklist and Grade Sheet	Write three paragraphs based on pictures provided in class Summarize an article in one ¶
4 (Disc 2)	Greek and Latin word roots “-ed” Sentence Opener invisible “-ing” and “who/which” Rules for Better Writing	Greek and Latin Word Roots Rules for Better Writing Car Pictures Checklist and Grade Sheet	Write three paragraphs based on picture provided (may substitute) Summarize an article in one ¶
5 (Disc 2)	Basic Essay Model Unit 6: Report from Multiple References Works Cited Instructions	Basic Essay Model Biographical Essay Instructions “Lady of the Lamp” sample essay Sample Works Cited Checklist and Grade Sheet	Begin to write a five-paragraph biographical essay using at least three sources. Include works cited document. Complete the body and works cited and bring them to the next class.
6 (Disc 3)	En and Em Dashes More Word Roots Review Intro/Conclusion	Hyphen, en dash, em dash Greek and Latin Word Roots II	Complete a five-paragraph biographical essay by writing the introduction and conclusion.
7 (Disc 3)	Adjectival and Adverbial Teeter-totters	Adjectival and Adverbial Teeter-Totters Checklist and Grade Sheet	Begin to write a five-paragraph biographical essay using at least three sources. Include works cited document. Complete the body and works cited and bring them to the next class.
8 (Disc 4)	More Word Roots	Greek and Latin Word Roots III	Complete a five-paragraph biographical essay by writing the introduction and conclusion.
9 (Disc 3)	Clincher Starters Interview Essay Taking notes during an interview	Clincher Starters Interview Strategy and Questions Symbols and First Letters Checklist and Grade Sheet	Conduct interview and plan essay Summarize an article in one ¶
10 (Disc 4)	Discuss common writing errors Triple Extensions	“Kyoto” essay Triple Extensions	Finish Interview Essay
11 (Disc 4)	Event Essay	Event Essay Ideas and Plan Checklist and Grade Sheet	Choose subject and begin research for six to seven ¶ Event Essay
12 (No Disc)	No Disc Work on Event Essay in class	None	Continue Event Essay
13 (No Disc)	No Disc Work on Event Essay in class	None	Finish Event Essay
14 (Disc 5)	Imitation in Style	Three Aesop fables “The Sycophantic Fox” “Jack and the Beanstalk” Assignment and Grade Sheet	Write a fable in the style of Carryl or Garner Summarize an article in one ¶
15• (Disc 5)	Imitation in Style	“Tom Whitewashes the Fence” Assignment and Grade Sheet	Write a fable in the style of Twain Summarize an article in one ¶
16• (Disc 5)	Imitation in Style	Excerpt from <i>A Christmas Carol</i> Shakespeare Sample Assignment and Grade Sheet	Write a fable in the style of Dickens or author of student’s choice Summarize an article in one ¶

SICC-C Scope and Sequence Continued

Lesson	Concepts Presented	Student Handouts	Homework Assignment
17 (Disc 6)	Persuasive Essay Model	Persuasive Essay Model Assignment and Grade Sheet	Write a persuasive essay on the topic of your choice (may be topic outlined in class)
18* (Disc 6)	Using and formatting quotations	Lead-ins Footnotes & Bibliography (four pages) J.R.R. Tolkien article Persuasive Topic Suggestions Assignment and Grade Sheet	Begin a persuasive essay on the topic of your choice. You will need to include quotations and footnotes.
19* (Disc 6)	Examine a sample essay with quotations and footnotes	“Women Warriors” Essay	Finish your persuasive essay on the topic of your choice including quotations and footnotes.
20 (Disc 7)	Review quotation rules Review duals and triples	Additional Assignment Persuasive Essay Checklist and Grade Sheet	Begin a persuasive essay on the topic of your choice with quotations and footnotes.
21 (Disc 7)	Letter to the Editor	Letters to the Editor from three different publications	Finish the persuasive essay.
22 (Disc 7)	Letter to the Editor	Letters to the Editor from three different publications Assignment and Grade Sheet	Write a letter to an editor Summarize an article in one ¶
23 (Disc 7)	Super Essay Introduction	Super Essay Model Assignment and Grade Sheet	Write a letter to an editor Choose Super Essay topic Summarize an article in one ¶
24 (Disc 8)	Super Essay instructions Outlines and documentation	Expanded and Super Essay Models Footnoting and Quoting “The Three F’s of Norway” Sample Super Essay Outline Composition Checklist and Grade Sheet	Conduct research for super essay
25 (Disc 8)	Review of sample essay Review of note-taking	Model of the Super Essay: “Marvelous Bananas” Super Essay Sample: “Food Throughout American History”	Outline your super essay
26* (No Disc)	No Disc. Go over student outlines and discuss	None	Begin Writing Super Essay
27* (Disc 8)	Review Super intro/conclusion	None	Finish the Super Essay
28 (Disc 9)	College Application Essays	Personal Essay Writing (four pages) Personal Essay Writing Checklist	Write a personal essay using one of the MIT or Cornell prompts Article Assignment
29 (Disc 9)	College Application Essays Review for Final Exam	Sample Personal Essays Personal Essay Writing Checklist and Grade Sheet	Write a personal essay using one of the Common Application or Miscellaneous prompts Article Assignment
30 (Disc 9)	Final Exam	Common Goofs Final Exam	This is a timed exam. Be sure your students know they need to pace themselves
31 (No Disc)	Optional Lesson Unit 3-5 Review	Fiction Review Grade Sheet	Write three paragraphs using the Story Sequence or Writing from Pictures models using your studies as a source
32 (No Disc)	Optional Lesson Unit 6 or 8 Review	Essay Review Grade Sheet	Write a five-paragraph Report or Essay 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.)

Lesson	Disc 2 Section Title	Disc 2 Time	Student Handouts for Lesson	Homework
5	Basic Essay Model	58:28	Basic Essay Model Biographical Essay Instructions “Lady of the Lamp” sample essay Sample Works Cited	Begin Biographical Essay Composition Checklist Grade Sheet
	Planning Your Essay	1:06:11		
	Gathering From Multiple Sources	1:14:20		
	Sample Essay: Lady of the Lamp	1:24:22		
	Some Writing Instructions	1:37:02		
	Works Cited Sample	1:38:28		
	Homework Assignment	1:45:40		
	End of Disc	1:51:28		

Teaching Writing: Structure and Style

If you have our teacher's course, you may wish to review Disc 5 in its entirety (1 hour, 40 minutes). Also, review the syllabus pages 37–46 and 53–58.

The Lesson

- Read student work.
- Watch Disc 2 starting at “Basic Essay Model” through the end of the disc. (Viewing time is 53 minutes.)
- Concepts presented:
 - Essay Model
 - Gathering From Multiple Sources and Writing Instructions
 - Formatting a Works Cited list

*If you are doing these lessons **over one year**, be sensitive to your students' needs. Although a research essay in two weeks should be very feasible, it may be too much for those who have not had much experience.*

*Since this assignment will be repeated in lesson 7, **one-year students** may be given four weeks to complete the assignment. Instead of starting the new lesson 7 assignment, continue this one, but use the lesson 7 checklist which will have the new style requirements.*

- Brainstorm topics; choose three that relate to one another. Work on one paragraph at a time, start to finish. Find three to five interesting or important facts/sources.

Franklin
Child
Inventor
Old man
Firefighter
Publisher
France

Washington
boy
president
family
Mt. Vernon
Colonel

Florence Nightingale
education and childhood
fighting in the war
career in school of nursing

Source A
(Book)
Edu/Childhood
1.
2.
3.
4.

Source B
(Encyclopedia Article)
Ed/Childhood
1.
2.
3.

Source C
(Magazine)
Edu/childhood
1.
2.
3.

FUSED OUTLINE

I. Education and Childhood
1.
2.
3.
4.
5.
6
7.
Clincher

- Ensure the students understand that this week they should do their research, create a Works Cited page, outline, and write most of their three body paragraphs on one of their famous people. The Works Cited page and the body outline are due at the next lesson, and the final draft (with the introduction/conclusion) is due the lesson after.
- For the most current formatting rules, see: owl.english.purdue.edu

Homework (research and first draft of body due next lesson, final draft due before the lesson 7 class time)

- Complete the research, Works Cited page, and body paragraphs outline; begin writing the three body paragraphs for your biographical essay. No article assignment during research essays.

Sample

Lesson	Disc 7 Section Title	Disc 7 Time	Student Handouts for Lesson	Homework
23	Super Essay Introduction	26:52	Super Essay Model	Pick topic for super essay, collect sources Write a letter to the editor assignment Article Assignment
	Super Essay Subjects	29:34		
	Super Essay Model	36:17		
	Possible Subjects	46:15		
	End of Section (Stop when "Letter to the Editor" is introduced.)	58:59		

The Lesson

- Read student letters and discuss. Were they "pithy"?
- Go back to Disc 7 and watch "Super Essay Introduction" through "Possible Subjects." (Viewing time is about 32 minutes.) Have students think about what they want to write upon, and have them begin to collect their research materials this week.
- Concept presented: Super Essay Model and Subjects
- Discuss possible subjects that the students might want to do for their super essay.
- If you desire to shorten this course, you could combine lessons 26 and 27, in which case students should definitely collect their sources and begin their super essay outlines instead of the "letter to the editor" assignment for this lesson.

Homework

- Write another letter to the editor as you did for the last lesson.
- Write a one-paragraph summary of an article or chapter section.
One-year students may waive the article assignment.
- Decide on a subject for your super essay. Begin to collect source texts, and begin to consider what two main essay topics you will use for your super essay.

Super Essay**SUPER INTRO****Intro Essay I**

Topic A

Topic B

Topic C

Concl Essay I**Intro Essay II**

Topic A

Topic B

Topic C

Concl Essay II**SUPER CONCL****Expanded Topics****Introduction**Topic A¹Topic A²

Topic B

Topic C¹Topic C²Topic D¹Topic D²Topic D³**Conclusion**

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

1. Teach your students using one of Excellence in Writing's Theme-Based or Advanced Writing resources. Here is a sampling of what is available:
 - a. *U.S. History-Based Writing Lessons Volume 2* by Lori Versteegen
 - b. *Classical Rhetoric through Structure and Style* by Adam Muller
 - c. *The Elegant Essay* by Lesha Myers
 - d. *Writing Research Papers* by Lesha Myers
 - e. *Windows to the World: An Introduction to Literary Analysis* by Lesha Myers
 - f. *How to Write a Story* and *A Guide to Writing Your Novel* by Lee Roddy
 - g. *Life Science-Based Writing Lessons* by Danielle Olander and Peter Swett
 - h. *Economics-Based Writing Lessons* by Dan Weber
2. Try some of the other supplements to writing that IEW offers:
 - a. Pellegrino's Writer's Guides
 - b. *High School Essay Intensive*
 - c. *Speech Boot Camp*
 - d. *Teaching the Classics/Teaching the Classics Worldview Supplement* by Adam Andrews
3. Enjoy Andrew Pudewa again in the *Advanced Communication Series*. This course on DVD focuses on the Persuasive Essay, Advanced Note-taking, and the College Level Research Essay.
4. Continue to work on the structure that they have learned. Detailed writing suggestions are provided on the next two pages.
 - a. 1–2 months on Unit 4: Summarize a chapter of a history/science book into one paragraph.
 - b. 1 month on Unit 5: comic strips, picture out of history book, picture out of newspaper
 - c. 2–3 months on Unit 6: reports on famous people, places, historical events you are studying
 - d. 1–2 months on Unit 7: interviews, letters, what would you do if...
 - e. 2–3 months of Unit 8: Essays. Google compare/contrast, descriptive, and expository essays, and try your hand at those related to what you are studying in history/science.
 - f. 1–2 months on Unit 9: critiques of movies and books read by the student

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

Appendix 1

SICC-C Disc Times

SICC-C Disc 1

Scene Titles	Lesson #	Time
Introduction	1	0:00
Dress-up and Sentence Opener Review		0:45
Decorations Review		7:53
Topic/Clincher Rule Review		10:56
Current Event Article Homework		12:13
“Bad Vibes” Article		15:44
Choosing Facts from Article		20:45
Writing summary from Notes		28:41
Purpose of Dress-ups, Openers, Decorations		32:21
Assignments		34:12
Writing from Pictures	2	35:16
Chandelier Picture Set		38:07
Finding Topics for Pictures		40:13
Filling in First Picture Details		42:08
Filling in second Picture Details		52:03
Filling in Third Picture Details		56:01
Ringbearer Picture Set	3	1:00:04
Pause for Outline Exercise		1:06:04
Reading Picture Keywords		00
Picture Composition assignment		2:50
Class Schedule		5:05
Formatting Compositions		8:14
Paper Grades		10:20
Materials for Next Class		11:43
Conclusion		21:04
End of Disc		21:40
Jokes		(3 min)

SICC-C Disc 2

Scene Titles	Lesson #	Time
“Those Who Forget History	4	00
Greek and Latin Word Roots		7:09
Combining Roots to Make Words		14:48
“-ed” Sentence Opener		20:06
Invisible “-ing” opener		29:32
Invisible “who/which”		36:50
Rules for Better Writing	5	45:43
Basic Essay Model		58:28
Planning Your Essay		1:06:11
Gathering From Multiple Sources		1:14:20
Sample Essay: Lady of the Lamp		1:24:22
Some Writing Instructions		1:37:02
Works Cited Sample		1:38:28
Homework Assignment		1:45:40
End of Disc		1:51:28

SICC-C Disc 3

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

Scene Titles	Lesson #	Time
Em Dash and En Dash	6	00
Word Roots Review		14:55
More Word Roots		20:34
Building Words from Roots		27:45
Adjectival Teeter Totter	7	36:14
Constructing Adjectival Teeter Totters		41:28
Adverbial Teeter Totters		46:00
Constructing Adverbial Teeter Totters		49:17
Reading Student Essays	9	53:06
Review of Essay Model		1:03:15
Clincher Starters		1:09:32
Choosing a Person to Interview		1:16:10
Asking Questions to get Topics		1:18:19
Getting Details on Topics		1:27:01
Ending your Interview/Conclusion		1:29:59
Taking Notes from Your Interview		1:31:34
Symbols and Abbreviations		1:32:24
Interviewing Practice		1:42:17
Interviewing Techniques		1:43:53
Questions and Conclusion		1:46:10
Interview each other		
End of Disc		1:48:42

SICC-C Disc 4

Scene Titles	Lesson #	Time
Introduction/Humor	8	00
Humorous Words from Roots		3:05
Review of Word Roots		9:19
New Word Roots		14:50
Making Words from Roots		18:39
Word Definition Exercise		20:38
Review of Homework Issues	10	28:01
Sample Essay: “Kyoto”		34:24
Mystery Sentence Patterns		46:08
Word Repeat		57:33
Triple Extensions		58:53
Creating Triples	11	1:09:57
Writing About Events		1:17:50
Sources for Events Essay		1:29:11
Expanded Essay and Choosing Topics		1:31:04
Avoid Overwhelm Process (AOP)		1:35:19
Homework Schedule		1:38:06
Scoring Homework		1:41:45
Writing Checklist		1:43:32
More Ideas for Subjects		1:44:34
Conclusion		1:45:41
End of Disc		1:46:15

(There is no disc watching for Lessons 12 and 13)

SICC-C Disc 5

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

Scene Titles	Lesson #	Time
Introduction	14	00
Examining Author Style		2:21
Guy Wetmore Carryl – Sophisticated Poetry		6:41
The Sycophantic Fox		11:29
Analyzing Guy Wetmore Carryl		18:33
James Finn Garner – Politically Correct		26:03
Jack and the Beanstalk		28:26
Analyzing James Finn Garner		39:28
Mark Twain	15	49:36
<i>Tom Whitewashes the Fence</i>		50:31
Analyzin’ Mark Twain Slang		56:13
Analyzing Mark Twain Narrative		1:08:26
Imitating Your Professor’s Style		1:18:45
More Mark Twain Analysis		1:19:42
Charles Dickens	16	1:23:22
Marley’s Ghost – <i>A Christmas Carol</i>		1:24:28
Analyzing Charles Dickens		1:27:53
More Charles Dickens Analysis		1:38:12
Manipulating Style to Imitate Authors	14	1:44:46
Writing Assignment Details (own style: Tolkein, Alcott, Malory, King James version, Gary Paulsen)	16	1:46:23
Conclusion		1:56:14
End of Disc		1:57:05

SICC-C Disc 6

Scene Titles	Lesson #	Time
Introduction	17	00
Reading Student Papers		1:03
More Student Papers		10:07
Persuasive Essay Model		17:53
Persuasive Essay Introduction		22:03
Strategic Topic Selection		32:28
Choosing Second Topic		36:11
Third Topic Selection		37:13
Persuasive Essay Conclusion		40:46
Cat vs. Dog Topic Selection		44:45
Ideas for Essay Subjects	18	47:50
Quotations and Footnotes		59:49
Informational Footnote		1:01:45
Paraphrase		1:03:35
Integrated Quotation		1:05:17
Inset Quotation		1:06:59
Quotation Lead-ins		1:11:17
Formatting footnotes		1:14:41
Quotation and Footnote Examples		1:17:16
Ibid. Usage		1:19:53
Op. Cit. Usage	19	1:21:50
Bibliography		1:23:23
More Styles and Examples		1:25:26
Endnotes Instead of footnote		1:30:17
More Ideas for Subjects		1:34:24
Sample Essay: “Women Warriors...”		1:38:37
Writing Checklist		1:50:26
End of Disc		1:52:20

SICC-C Disc 7

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

Scene Titles	Lesson #	Time
Introduction	20	00
Similes Gone Bad		1:04
Quotation/Footnote Review		6:16
Exercising Style		13:49
Dual Verbs and Adjectives Review		17:56
Super Essay Introduction	23	26:52
Super Essay Subjects		29:34
Super Essay Model		36:17
Possible Subjects		46:15
Letter to the Editor	21	58:59
Sample Letters 1		1:08:16
Sample Letters 2		1:11:52
Sample Letters 3		1:17:28
Sample Letters 4		1:22:56
Sample Letters 5	22	1:26:12
Sample Letters 6		1:31:23
Sample Letters 7		1:35:19
Assignment Details		1:42:56
Ideas for Letters and Conclusion		1:45:16
End of Disc		1:47:30

SICC-C Disc 8

Scene Titles	Lesson #	Time
Humor	24	00
Reading Student Letters		5:07
Super Essay Model		10:24
Sentence Lead-Ins		18:09
Sample Essay		22:09
Footnote/Quotation & Lead-In Requirements		34:09
Essay Outline Sample		35:34
Equal Length Paragraphs		41:35
Writing Assignment Details		43:10
Review of a Sample Essay		48:28
Conclusions & Topic Association	25	56:04
Sample Super Essay		1:02:33
Sample Super-Essay continued		1:09:24
Sample Super Introduction and conclusion		1:18:56
Review of Note-taking and Organization		1:25:28
Collecting Quotes		1:32:24
Writing Checklist		1:34:48
End of Disc		1:47:40

There is no DVD viewing for Lesson 26.

Lesson 27 will re-watch a portion of Disc 8.

SICC-C Disc 9

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

Scene Titles	Lesson #	Time
Introduction	29	00
Review for Final Exam		4:01
More Final Exam Review		14:19
Final Exam Review continued		24:21
College Application Essays	28	27:08
Sample Essay Questions		30:32
More Sample Essay Questions		37:13
Sample Essay Questions continued		49:42
Personal Essay Assignment		57:30
Essay Response Samples	29	59:21
Idea Density		1:04:21
Helpful Hints		1:05:29
A Sample Essay		1:10:26
Another Sample Essay		1:17:04
Checklist		1:23:28
Starting Your Essay		1:26:46
End of Section	30	1:28:22
FINAL EXAM		
Eulogy for Common Sense		00
Most Common Writing Goofs		3:35
Final Exam Instructions		17:12
End of Disc		20:26

Appendix 2

Sample Schedule for the SICC-C

This schedule provides the **two-year plan** 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. These schedules provide direction for that too. Simply count “Day 2–3” as “Day 2”; “Day 4–5” as “Day 3,” etc.

If your student is finding the pace too rapid, 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. An outline for the “Bad Vibes” article was created in class. <i>If you are doing the one-year plan, you may want to have your students do just one other article summary instead of two.</i>
	2-3	Write a paragraph based on the “Bad Vibes” outline and edit using the composition checklist.
	4-5	Find another article. Read it and take notes and create another outlines. Write a paragraph using your outline. Begin editing.
	6-7	Find another article. Read it and take notes and create another outlines. Write a paragraph using your outline. Begin editing.
	8-9	Edit all three articles using the composition checklist. Homework due tomorrow.
2	1	Complete Lesson 2 according to the Teacher’s Notes. The Chandelier Swing pictures are outlined in class. <i>If you are doing the one-year plan, decide if the weekly article summary can be completed with the other writing load.</i>
	2-3	Change the outline as desired to create three paragraphs based on the Chandelier Swing pictures. Begin writing the first and second paragraphs.
	4-5	Finish writing three paragraphs based on the pictures.
	6-7	Edit the paragraphs carefully using the composition checklist. Begin editing.
	8-9	Write up the three paragraphs based on the pictures neatly. Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist). Homework due tomorrow.
3	1	Complete Lesson 3 according to the Teacher’s Notes.
	2-3	Create a three-paragraph outline based on the Ringbearer pictures. Begin writing.
	4-5	Finish writing three paragraphs based on the pictures.
	6-7	Edit the paragraphs using the composition checklist.
	8-9	Write up the three paragraphs based on the pictures neatly. Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist). Homework due tomorrow.
4	1	Complete Lesson 4 according to the Teacher’s Notes.
	2-3	Create a three paragraph outline based on the Car pictures or pictures of your choice. Begin writing.
	4-5	Finish writing three paragraphs based on the pictures.
	6-7	Edit the paragraphs using the composition checklist.
	8-9	Write up the three paragraphs based on the pictures neatly. Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist). Homework due tomorrow.

Sample *SWI Continuation Course* Level C Schedule Continued

Lesson	Day(s)	The Lesson and Homework
5	1	Complete Lesson 5 according to the Teacher's Notes. <i>If you are doing these lessons over one year, be sensitive to your student's needs. Although a research essay in two weeks is feasible, it may be too much for those who have not had much experience. Since this assignment will be repeated in lesson 7, students may use the four weeks to complete the one assignment and delete the lesson 7 assignment. Spend the first week on research, two weeks on the body, and the last week on the intro/conclusion and final edit. Do have your students use the lesson 7 checklist for their final edit because it has more stylistic requirements.</i>
	2-3	Choose a famous person, conduct research and choose three topics. Create a Works Cited page.
	4-5	Continue to take notes on your three topics. Organize a three-paragraph outline of the body of a biographical essay.
	6-7	Begin writing the body of the essay.
	8-9	Continue writing the body of the essay and edit using the composition checklist. Body paragraphs due.
6	1	Complete Lesson 6 according to the Teacher's Notes.
	2-3	Finish writing the essay body.
	4-5	Write an introduction to the biographical essay begun last lesson.
	6-7	Write a conclusion to the biographical essay begun last lesson.
	8-9	Edit the entire essay using the composition checklist. Homework due tomorrow.
7	1	Complete Lesson 7 according to the Teacher's Notes. <i>Less experienced one-year students may be spending lessons 7–8 finishing their lesson 5 assignment. If so, consider using the lesson 7 checklist so they can use all the newly required style.</i>
	2-3	Choose a famous person, conduct research, and choose three topics. Create a Works Cited page.
	4-5	Continue to take notes on your three topics. Organize a three-paragraph outline of the body of a biographical essay.
	6-7	Begin writing the body of the essay.
	8-9	Continue writing the body of the essay and edit using the composition checklist. Body paragraphs due.
8	1	Complete Lesson 8 according to the Teacher's Notes.
	2-3	Finish writing the essay body.
	4-5	Write an introduction to the biographical essay begun last week.
	6-7	Write a conclusion to the biographical essay begun last week.
	8-9	Edit the entire essay using the composition checklist. Homework due tomorrow.
9	1	Complete Lesson 9 according to the Teacher's Notes. <i>One-year students may delete the article assignment.</i>
	2-3	Find someone to interview; make an appointment for today or tomorrow. Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist).
	4-5	Conduct an interview and begin a three-paragraph outline of the body of an interview essay.
	6-7	Finish the outline of the body of the interview essay.
	8-9	Begin writing the body of the essay. (Teacher's may want students to send in their body paragraphs tomorrow to be sure students are on the right track.)
10	1	Complete Lesson 10 according to the Teacher's Notes. <i>One-year students may delete the article assignment.</i>
	2-3	Finish writing the interview essay body. Write an introduction.
	4-5	Write a conclusion to the interview essay begun last week.
	6-7	Edit the entire essay using the composition checklist.
	8-9	Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist). Homework due tomorrow.

Sample *SWI Continuation Course* Level C Schedule Continued

Lesson	Day(s)	The Lesson and Homework
11	1	Complete Lesson 11 according to the Teacher's Notes. <i>No article assignment during research essays, however two-year students may consider doing them.</i>
	2-3	Choose a topic for an event essay and collect resources. Create a bibliography, which will become the Works Cited page.
	4-5	Choose four to five topics. Read and take notes on those topics.
	6-7	Begin to organize notes into a four to five paragraph outline.
	8-9	Continue to work on body outline. Outlines should be presented to teacher's tomorrow.
12	1	Complete Lesson 12 according to the Teacher's Notes. Work on writing good topic sentences in class.
	2-3	Write the first topic paragraph.
	4-5	Write the second topic paragraph.
	6-7	Write the third topic paragraph.
	8-9	Write the fourth topic paragraph. Body paragraphs as completed so far due tomorrow.
13	1	Complete Lesson 13 according to the Teacher's Notes. Work on your essay in class.
	2-3	Write the fifth topic paragraph if you planned on five.
	4-5	Write the introduction.
	6-7	Write the conclusion.
	8-9	Edit carefully using the checklist! Homework due tomorrow.
14	1	Complete Lesson 14 according to the Teacher's Notes. <i>One-year students may write a single paragraph story in the selected style. Two-year students should plan on writing a three-paragraph story using the Story Sequence model.</i>
	2-3	Create a story sequence outline based on one of the fables. Choose a style for writing.
	4-5	Begin writing the imitation in style story.
	6-7	Finish the story; edit for grammar/spelling.
	8-9	Find an article or choose a section of a textbook for taking notes for a single paragraph (<i>possibly optional for one-year students</i>). Edit (no checklist). Homework due tomorrow.
15	1	Complete Lesson 15 according to the Teacher's Notes. <i>One-year students may write a single paragraph story in the selected style. Two-year students should plan on writing a three-paragraph story using the Story Sequence model.</i>
	2-3	Create a story sequence outline based on one of the fables. Choose a style for writing.
	4-5	Begin writing the imitation in style story.
	6-7	Finish the story; edit for grammar/spelling.
	8-9	Find an article or choose a section of a textbook for taking notes for a single paragraph (<i>Possibly optional for one-year students</i>). Edit (no checklist). Homework due tomorrow.
16	1	Complete Lesson 16 according to the Teacher's Notes. <i>One-year students may write a single paragraph story in the selected style. Two-year students should plan on writing a three-paragraph story using the Story Sequence model</i>
	2-3	Create a story sequence outline based on one of the fables. Choose a style for writing.
	4-5	Begin writing the imitation in style story.
	6-7	Finish the story; edit for grammar/spelling.
	8-9	Find an article or choose a section of a textbook for taking notes for a single paragraph (<i>Possibly optional for one-year students</i>). Edit (no checklist). Homework due tomorrow.

Sample *SWI Continuation Course* Level C Schedule Continued

Lesson	Day(s)	The Lesson and Homework
17	1	Complete Lesson 17 according to the Teacher's Notes.
	2-3	Create an outline for a persuasive essay on the topic of your choice. Find research to support your claims if needed.
	4-5	Write the body of the essay.
	6-7	Write the introduction/conclusion of the essay.
	8-9	Edit the essay using the composition checklist. Homework due tomorrow.
18	1	Complete Lesson 18 according to the Teacher's Notes.
	2-3	Choose a topic for a persuasive essay and conduct research to develop/support your claims.
	4-5	Continue research. Find the quotes needed to complete the checklist. Create a bibliography, which will become the Works Cited page.
	6-7	Create an outline for the persuasive essay being sure to follow the persuasive model.
	8-9	Begin writing the body of the essay.
19	1	Complete Lesson 19 according to the Teacher's Notes.
	2-3	Finish writing the persuasive essay body.
	4-5	Write the introduction and conclusion to the essay.
	6-7	Carefully edit the essay using the composition checklist.
	8-9	Make sure the works cited and footnotes are all formatted correctly. Homework due tomorrow.
20	1	Complete Lesson 20 according to the Teacher's Notes.
	2-3	Choose a topic for a persuasive essay and conduct research to develop/support your claims.
	4-5	Continue research. Find the quotes needed to complete the checklist. Create a bibliography, which will become the works cited page.
	6-7	Create an outline for the persuasive essay being sure to follow the persuasive model.
	8-9	Begin writing the body of the essay.
21	1	Complete Lesson 21 according to the Teacher's Notes.
	2-3	Finish writing the persuasive essay body.
	4-5	Write the introduction and conclusion to the essay.
	6-7	Carefully edit the essay using the composition checklist.
	8-9	Make sure the works cited and footnotes are all formatted correctly. Homework due tomorrow.
22	1	Complete Lesson 22 according to the Teacher's Notes. <i>One-year students may need to delete the article assignment.</i>
	2-3	Choose a magazine or newspaper to write to and consider a topic for a letter to the editor. Check on the submission requirements of the publication.
	4-5	Write a letter to the editor.
	6-7	Edit the letter carefully. Have someone else edit it as well.
	8-9	Mail the letter. Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist). Homework due.
23	1	Complete Lesson 23 according to the Teacher's Notes. Students should choose a topic for a super essay and find sources to bring to class next lesson. <i>One-year students may need to delete the article assignment.</i>
	2-3	Choose another magazine or newspaper to write to and consider a topic for a letter to the editor. Check on the submission requirements of the publication.
	4-5	Write a letter to the editor.
	6-7	Edit the letter carefully. Have someone else edit it as well.
	8-9	Mailing the letter is optional. Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist). Homework due.

Sample *SWI Continuation Course* Level C Schedule Continued

Lesson	Day(s)	The Lesson and Homework
24	1	Complete Lesson 24 according to the Teacher's Notes.
	2-3	Conduct research for a super essay.
	4-5	Continue research. Pick two major themes.
	6-7	Continue research. Choose topics to go with the themes and take notes.
	8-9	Create a bibliography to eventually become the works cited.
25	1	Complete Lesson 25 according to the Teacher's Notes.
	2-3	Create the outline of the body of the first essay.
	4-5	Begin to write the body of the first essay.
	6-7	Finish the body of the first essay.
	8-9	Write an introduction and conclusion to the first essay.
26	1	Complete Lesson 26 according to the Teacher's Notes. Work on your first essay in class (edit).
	2-3	Create the outline of the body of the second essay.
	4-5	Begin to write the body of the second essay.
	6-7	Finish the body of the second essay.
	8-9	Write an introduction and conclusion to the second essay.
27	1	Complete Lesson 27 according to the Teacher's Notes. Work on your super essay in class (edit, work on super introduction)
	2-3	Write a super introduction/super conclusion to the essay.
	4-5	Begin to edit the essay using the composition checklist.
	6-7	Finish editing the essay using the composition checklist.
	8-9	Write/type up the essay with all the correct formatting. Homework due tomorrow.
28	1	Complete Lesson 28 according to the Teacher's Notes. <i>One-year students may want to omit the article assignment.</i>
	2-3	Choose a prompt to write a personal essay.
	4-5	Create an outline and begin the body of the essay.
	6-7	Add an introduction and conclusion, and edit the essay using the composition checklist.
	8-9	Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist). Homework due tomorrow.
29	1	Complete Lesson 29 according to the Teacher's Notes. <i>One-year students may want to omit the article assignment.</i>
	2-3	Choose a prompt to write a personal essay.
	4-5	Create an outline and begin the body of the essay.
	6-7	Add an introduction and conclusion, and edit the essay using the composition checklist.
	8-9	Find an article or choose a section of a textbook for taking notes for a single paragraph. Edit (no checklist). Homework due.
30	1	Take the final exam.
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.