

## Structure of Writing

### Course Overview

Structure of Writing is the study of principles of grammar and effective writing, and the application of these principles to writing. In Structure of Writing, you will learn about the types of sentences, punctuation marks and grammar rules such as subject verb agreement and tenses; you will also learn about different parts of speech and their correct usage; examine the concept of parallel structure in sentences as well as identify and correct run-on sentences. Finally, you will learn about developing paragraphs and essays.

### Course Goals

By the end of this course, you will:

- Understand the basics of sentences such as definition and types of sentences, fundamental grammar rules, and parts of speech used in sentences.
- Explore different punctuation marks as well as capitalization rules and their correct usage.
- Recognize and correct run-on sentences and sentence fragments.
- Recognize and correct awkward sentence structure and develop an understanding of parallel structure in sentences.
- Explore different spelling rules and examine some commonly misspelled words.
- Explore in detail the process of writing paragraphs and essays.

### General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs presentation.
- Perform online research using various search engines and library databases.
- Communicate through email.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Plato Student Orientation document, found at the beginning of this course.*

## Credit Value

Structure of Writing is a 0.5-credit course.

## Course Materials

- notebook
- pencils or ink pens
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

## Course Pacing Guide

This course description and pacing guide is intended to help you stay on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

### Unit 1: Structure of Sentences 1

#### Summary

This unit focuses on sentence structure and grammar. Instruction begins by explaining the concept of a sentence, parts of a sentence and different types of sentences. The latter part of the unit discusses English grammar, covering subject verb agreement, different types of verbs, tenses, adverbs, and adjectives.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
1 day: 2	<b>What Is a Sentence?</b> <i>Given a group of words, learners will be able to determine whether those words form a sentence.</i>	Lesson
1 day: 3	<b>Parts of a Sentence</b> <i>Given sentences, learners will be able to identify the simple subject and simple predicate.</i>	Lesson

Day	Activity/Objective	Type
1 day: 4	<b>More about Sentences</b> <i>Given sentences, learners will be able to identify the compound subject and compound predicate.</i>	Lesson
1 day: 5	<b>Three Kinds of Sentences</b> <i>Given a sentence, learners will be able to identify whether the sentence is declarative, interrogative, or imperative.</i>	Lesson
1 day: 6	<b>Learning About Sentences Review</b> <i>Given groups of words, learners will be able to identify the groups that are sentences.</i>	Lesson
1 day: 7	<b>A Subject and Its Verb Must Agree</b> <i>Given sentences, learners will be able to select the verb form that agrees with the subject.</i>	Lesson
1 day: 8	<b>Subjects and Irregular Verbs</b> <i>Given sentences, learners will be able to select the appropriate irregular verb form to agree with the subject.</i>	Lesson
1 day: 9	<b>Making Verbs and Unusual Nouns Agree</b> <i>Given sentences, learners will be able to select the verb form that agrees with the collective noun subject.</i>	Lesson
2 days: 10-11	<b>Subject and Verb Agreement</b> <i>Given a sentence with a choice of two verbs, learners will be able to choose the verb that agrees in number with the subject of the sentence.</i>	Lesson
2 days: 12-13	<b>Verbs and Tense</b> <i>Given a sentence, learners will be able to identify whether it correctly uses verb tense.</i>	Lesson
1 day: 14	<b>Recognizing Adjectives</b> <i>Given sentences, learners will be able to identify the adjective.</i>	Lesson

Day	Activity/Objective	Type
1 day: 15	<b>More about Adjectives</b> <i>Given the positive degree of an adjective, learners will be able to form the comparative and superlative degrees.</i>	Lesson
1 day: 16	<b>Identifying Adverbs</b> <i>Given sentences, learners will be able to identify the adverb.</i>	Lesson
1 day: 17	<b>More about Adverbs</b> <i>Given the positive degree of an adverb, learners will be able to form the comparative and superlative degree.</i>	Lesson
1 day: 18	<b>Correct Use of Adjectives and Adverbs—Comparatives</b> <i>Given a sentence, learners will be able to identify if the appropriate comparative adjective or adverb is used.</i>	Lesson
1 day: 19	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: Structure of Sentence 2

### Summary

This unit continues to explain more concepts of English grammar. At the beginning of the unit, the lessons focus on the correct usage of pronouns in different scenarios. The unit then explains phrases and clauses and also introduces different types of clauses. The unit also explains the concepts of conjunctions, sentence fragments, and run-on sentences that will help you improve your overall writing.

Day	Activity/Objective	Type
1 day: 20	<b>How Pronouns Are Used</b> <i>Given a sentence containing a pronoun, learners will be able to determine if the pronoun is the subject, direct object, indirect object, or predicate nominative.</i>	Lesson
1 day: 21	<b>Personal Pronouns with Ownership</b> <i>Given sentences, learners will be able to determine the pronouns that show ownership.</i>	Lesson

Day	Activity/Objective	Type
1 day: 22	<b>Nouns, Pronouns, and Gender</b> <i>Given a list of nouns or pronouns, learners will be able to identify them as masculine, feminine, or neuter.</i>	Lesson
1 day: 23	<b>Pronouns and Number</b> <i>Given sentences, learners will be able to identify the number of the pronouns used.</i>	Lesson
1 day: 24	<b>Making Nouns and Pronouns Agree in Sentences</b> <i>Given sentences, learners will be able to select the pronoun that agrees with the antecedent noun.</i>	Lesson
1 day: 25	<b>Pronoun and Antecedent Agreement</b> <i>Given a sentence, learners will be able to select the proper pronoun, based on its antecedent, to complete the sentence.</i>	Lesson
1 day: 26	<b>Correct Pronoun Use</b> <i>Given a sentence with pronoun choices, learners will be able to select the correct pronoun to complete the sentence.</i>	Lesson
1 day: 27	<b>Different Kinds of Clauses</b> <i>Given a sentence, learners will be able to identify whether it is an independent or a dependent clause.</i>	Lesson
1 day: 28	<b>One Way to Link Ideas</b> <i>Given sentences, learners will be able to identify coordinating conjunctions and use them correctly.</i>	Lesson
2 days: 29-30	<b>Dependent and Independent Clauses</b> <i>Given clauses in a set of sentences, learners will be able to decide whether the clause is an independent or a dependent clause.</i>	Lesson
1 day: 31	<b>Phrases and Clauses Review</b> <i>Given review sentences, learners will be able to identify phrases and clauses.</i>	Application

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
1 day: 32	<b>What Is a Sentence Fragment?</b> <i>Given groups of words, learners will be able to identify and correct sentence fragments.</i>	Lesson
1 day: 33	<b>Run-on Sentences 1</b> <i>Given sentences, learners will be able to identify and correct run-on sentences.</i>	Lesson
1 day: 34	<b>Run-on Sentences 2</b> <i>Given sentences, learners will be able to identify and correct run-on sentences.</i>	Lesson
1 day: 35	<b>More about Sentences Review</b> <i>Given review exercises, learners will be able to</i> <ul style="list-style-type: none"> <li>• <i>identify and correct sentence fragments.</i></li> <li>• <i>identify and correct run-on sentences.</i></li> </ul>	Application
1 day: 36	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Writing Strategies 1

### Summary

This unit begins your exploration of writing strategies with the focus on advanced concepts of sentence structure as well as understanding punctuation rules. In the first half of the unit, the lessons focus on parallel structure and correction of awkward sentence structures. The punctuation rules explained in the unit include usage of periods, commas, quotation marks, colons, and capitalization. The unit also explains possessive forms and related concepts.

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
1 day: 37	<b>Parallel Structure within Sentences</b> <i>Given a series of sentences, learners will be able to determine which sentence contains faulty parallel structure.</i>	Lesson

Day	Activity/Objective	Type
1 day: 38	<b>Awkward Sentence Structure</b> <i>Given a choice of sentences, learners will be able to determine what causes awkward sentence structure and correct the sentence structure.</i>	Lesson
1 day: 39	<b>How to Form Possessives</b> <i>Given a noun, learners will be able to determine whether it is possessive.</i>	Lesson
1 day: 40	<b>Using Possessives</b> <i>Given sentences, learners will be able to use possessives.</i>	Lesson
1 day: 41	<b>Possessive Pronouns and Adjectives</b> <i>Given sentences, learners will be able to select the correct possessive pronoun or adjective.</i>	Lesson
1 day: 42	<b>Possessives Review</b> <i>Given review sentences, learners will be able to select the correct possessive noun, pronoun, or adjective.</i>	Application
1 day: 43	<b>The Basics of Punctuation</b> <i>Given sentences, learners will be able to determine when to use periods, question marks, and exclamation points.</i>	Lesson
1 day: 44	<b>Punctuation - End Marks</b> <i>Given sentences without end punctuation, learners will be able to determine whether a sentence needs a period, a question mark, or an exclamation mark.</i>	Lesson
1 day: 45	<b>Commas 1</b> <i>Given sentences, learners will be able to use commas.</i>	Lesson
1 day: 46	<b>Commas 2</b> <i>Given sentences, learners will be able to determine the correct usage of commas.</i>	Lesson

Day	Activity/Objective	Type
1 day: 47	<b>Semicolons, Colons, Dashes, Hyphens, and Quotation Marks</b> <i>Given sentences, learners will be able to punctuate sentences correctly using colons, dashes, hyphens, and quotation marks.</i>	Lesson
1 day: 48	<b>Capital Letters</b> <i>Given sentences, learners will be able to use capital letters.</i>	Lesson
1 day: 49	<b>Proper Nouns and Capitals</b> <i>Given sentences, learners will be able to use capital letters with proper nouns.</i>	Lesson
1 day: 50	<b>Titles and Capital Letters</b> <i>Given sentences, learners will be able to determine how capital letters are used in titles.</i>	Lesson
1 day: 51	<b>Capitalization</b> <i>Given sentences, learners will be able to use capital letters correctly.</i>	Lesson
1 day: 52	<b>Capital Letters Review</b> <i>Given review exercises, learners will be able to evaluate their knowledge about capital letters.</i>	Application
1 day: 53	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: Writing Strategies 2

### Summary

In the last unit of the course, you will develop your paragraph and essay writing skills building on the concepts explained in the previous units. The unit first provides some spelling rules and guidance about commonly misspelled words. You will then learn how to organize your writing and develop topic sentences as well as paragraphs. You will conclude with lessons that focus on planning, organizing, drafting, revising, and evaluating full essays.



Day	Activity/Objective	Type
1 day: 54	<b>Spelling Rules</b> <i>Given sentences, the learners will be able to use the three rules of spelling.</i>	Lesson
1 day: 55	<b>More Spelling Rules</b> <i>Given sentences, the learners will be able to use spelling rules regarding doubling final consonants, adding prefixes, and using 'cede', 'ceed', 'sede'.</i>	Lesson
1 day: 56	<b>Commonly Misspelled Words</b> <i>Given sentences, the learners will be able to correct spellings of commonly misspelled words.</i>	Lesson
2 days: 57-58	<b>Effective Writing</b> <i>Given sentences, the learners will be able to improve their writing style by eliminating wordiness, avoiding passive voice, and maintaining a consistent style.</i>	Lesson
2 days: 59-60	<b>The Topic Sentence</b> <i>Given paragraphs, the learners will be able to:</i> <ul style="list-style-type: none"> <li>• <i>identify the qualities of a good topic sentence.</i></li> <li>• <i>identify the topic sentence in a paragraph.</i></li> <li>• <i>choose the correct topic sentence for a paragraph.</i></li> </ul>	Lesson
2 days: 61-62	<b>Order of Sentences in Paragraphs</b> <i>Given sentences, the learners will be able to arrange the series of related sentences in logical order and identify sentences not arranged in logical order.</i>	Lesson
2 days: 63-64	<b>Transitional Devices in Paragraphs</b> <i>Given sentences, the learners will be able to:</i> <ul style="list-style-type: none"> <li>• <i>identify sentences that do not connect logically.</i></li> <li>• <i>identify methods to connect those sentences.</i></li> <li>• <i>choose a word that best relates one sentence to another.</i></li> </ul>	Lesson

Day	Activity/Objective	Type
2 days: 65-66	<p><b>Improving Structure in Paragraphs</b></p> <p><i>Given sentences, the learners will be able to identify and eliminate wordiness, unclear meaning, and improper use of voice in paragraphs and to select improved structures.</i></p>	Lesson
2 days: 67-68	<p><b>Paragraph Development and Organization</b></p> <p><i>Given sentences, the learners will be able to identify paragraphs developed by example, sequence of events, comparison and contrast, and cause and effect.</i></p>	Lesson
4 days: 69-72	<p><b>The Writing Process</b></p> <p><i>Given paragraphs, the learners will be able to see writing as a process and consider their attitudes and feelings about writing.</i></p>	Lesson
4 days: 73-76	<p><b>Working with the Topic</b></p> <p><i>Given topics to write essays, the learners will be able to plan and organize essays.</i></p>	Lesson
4 days: 77-80	<p><b>From Ideas to Sentences</b></p> <p><i>Given a topic to write an essay, the learners will be able to write a rough draft of the essay.</i></p>	Lesson
3 days: 81-83	<p><b>Revising and Editing</b></p> <p><i>Given a topic to write an essay, the learners will be able to write a rough draft of the essay.</i></p>	Lesson
4 days: 84-87	<p><b>Writing and Evaluating Essays</b></p> <p><i>Given a topic to write an essay, the learners will be able to write and evaluate an essay.</i></p>	Lesson
1 day: 88	<b>Posttest—Unit 4</b>	Assessment
1 day: 89	<b>Semester Review</b>	

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
1 day: 90	<b>End-of-Semester Test</b>	Assessment