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Heritage Christian Academy is concerned about the secularization of our society with its corresponding rejection of traditional Christian ethics. Keen observation and focused research have demonstrated a steady and perilous decline in the Christian worldview that had been previously so dominant in our society for many generations. A Christian worldview stands as a reminder that there is a greater purpose in life than earthly success. Therefore, HCA regards a personal relationship with God, adherence to Scripture, and a purposeful commitment to developing Christian character as the most important issues of life. It is our goal to assist the parents in preparing the student both academically and spiritually for the highest and most noble purposes that God envisions for him or her. Thus, it is our vision that

**Heritage Christian Academy exists to equip and nurture students to be servant-leaders who have a Christian worldview and will impact their world for Christ.**

It is our mission to:

**Offer authentic faith, academic excellence in a nurturing environment**

We are destroying speculations and every lofty thing raised up against the knowledge of God and we are taking every thought captive to the obedience of Christ. II Corinthians 10: 5

Increasingly, America's influential institutions have become enemies of God. The truths of Scripture are rejected in favor of secular humanism, Eastern religions, and new age philosophies. The Bible has been accorded the status of persona non grata in the classroom. Prominent Biblical themes such as God's ownership and creation of the world, the sinful state of man, the deity of Christ, moral purity, and individual accountability to God have been overthrown by scientific atheism, the exaltation of self-esteem, the deification of self, moral relativism, and a feel-good doctrine that teaches one is accountable only to oneself. The resultant and profound absence of scriptural truth in the classroom brings forth the adoption of secular humanistic and socialist views of life. This is why there is such a great need for spiritual renewal. The present spiritual and philosophical deterioration of our culture should not and must not be acceptable to Christian believers. After our personal reconciliation to God, our most important function in life is to adopt a Christian worldview and successfully pass it on to our children.

Christian parents have the responsibility to prepare their students to take their place in the administration of affairs in our society. Spiritual leaders and Christian educators help effectively in this process. If parents and educators do not train them appropriately, who will do so? If we do not begin now, how will they learn to think and reason biblically? How will they be enabled to call our culture back to a theistic worldview rather than the false and shifting foundations of secular humanism? At HCA, our goal is to prepare future leaders who are equipped academically to function successfully in the culture and equipped spiritually to act as agents of change. This is the great hope for a future spiritual renewal of the culture.

And you shall love the Lord your God with all your heart and with all your soul and with all your mind.; And these words which I am commanding you today, shall be on your heart; and you shall teach them diligently to your sons and shall talk of them when you sit in your house and when you walk by the way and when you lie down and when you rise up. Deut 6: 3 - 7

### **Why HCA Selected an American Classical Education**

A Christian education is more than an attractive facility, bright students, and a Christian environment in which students learn a body of facts and pass tests. A Christian education is preparation for life. From an early age, students must understand it is God's intention for them to become productive members of society responsible to

live out His highest and most noble purposes. Such a key emphasis cannot be ignored, yet sadly, the majority of American students are educated in a moral vacuum. They are taught to compartmentalize their life separating the spiritual from the rational and intellectual. Compartmentalization enables a person to attend church on Sunday and ignore God's law the other six days, a lifestyle totally inconsistent with the message of Scripture. We Christians do not add Jesus to our life; He is our life. Since we are both a spiritual and a rational creature, we must feed our spirit with God's truths and develop our intellect to pursue excellence in all that we do.

Students, who think Christianly, hold a worldview that causes all issues of life to be understood within the context of the eternal. They view all issues of life as God sees them. Non-Christian educational philosophy either ignores God's existence altogether or ignores His involvement in human affairs, thus developing students who think only in human terms, bounded by the limits of this life and seeing issues as man sees them.

Christian education begins with the study of God's Word to search for His principles. It is His Word that consecrates and inspires the mind and builds character and illuminates the pathways of thinking and reasoning. Therefore God's Word is at the heart of education at Heritage Christian Academy.

And do not be conformed to this world, but be transformed by the renewing of your mind that you may prove what the will of God is, that which is good and acceptable and perfect. Romans 12: 2

An American Classical Education develops instructional materials for each grade level in language arts, history, geography, visual arts, music, math, and science. It encourages the faculty members to search out additional resources to challenge and stimulate their students. It provides an environment of learning unchained to a single textbook; thereby equipping the student to research additional sources that enlighten, enrich, and educate the student on a greater scale.

American Classical Education (also known as the Principle Approach), equips students to relate the facts they research to the world around them and draw conclusions through critical thinking skills. Consequently, they have the ability to reach a conclusion and convey it clearly and persuasively through superior writing and rhetorical proficiency. The inductive style of learning endows the student with the ability to become a self-sufficient, lifelong learner. From grammar to foreign languages, from mathematics to science, from history to literature, an American Classical education gives the student a well-rounded educational experience in which he learns how to research well, think critically, and solve problems—key ingredients universities and employers have found missing in recent generations. Clearly, classical Christian education restores the proven form of education that produced the greatest thinkers, leaders, and scientists in the Western world from the time of the Greeks until the late 19th century, including America's founding fathers.

An American Classical education emphasizes the spiritual formation in the lives of those who founded our democratic republic. We see how God used the First Great Awakening to shape the character of the Founding Fathers and the Second Great Awakening to reestablish the Judeo/Christian ethic that led our nation to world prominence. The American Classical program demonstrates aptly how the strength of character and superlative wisdom of the Founding Fathers came not from man but from God and thus re-establishes the spiritual baseline our society has lost. We believe a Christian education of this nature is one of the ingredients essential to restore the blessing of God upon our culture.

See to it that no one takes you captive through philosophy and empty deception according to the tradition of men, according to the elementary principles of this world, rather than according to Christ. Colossians 2: 8

### Distinctives of American Classical Education

#### Key Facets

1. Biblical integration
2. Seven Governing Principles
3. Classical teaching methodology (4R's)



4. Classical reasoning
5. Authentic assessment

### **Biblical Integration**

- using appropriate Bible verses that correspond to key words, leading ideas or principles of the topic

**Purpose:** to place God's principles above man's thoughts and opinions

### **Seven Governing Principles**

- relate governing principles to key words and Bible verses

**Purpose:** to become habitual in reasoning based on God's Word

### **Classical Methodology – Four R's**

#### **Research**

- Technology
- Word study
- Notebook
- Classical reading
- Biblical integration

#### **Reason**

- Classical reasoning
- Classical reading
- Seven Governmental Principles
- Socratic discussion

#### **Relate**

- Timeline
- Word study
- Cross Curricular
- Multiple Intelligence
- Notebook
- Technology

#### **Record**

- Notebook
- Rhetorical expression
- Testing
- Technology
- Seven Governing Principles

**Purpose:** to become scholars with excellence in critical thinking and writing

The results of our Stanford Achievement Tests and the ACT tests for juniors demonstrate academic mastery at each grade level.

## HCA Stanford Achievement Test Scores

<b>Gr. Level</b>	<b>Above Natl. Avg.</b>
K	9 months
Grade 1	1 year 4 months
Grade 2	1 year 2 months
Grade 3	1 year 4 months
Grade 4	2 years 4 months
Grade 5	2 years 2 months
Grade 6	2 years 6 months
Grade 7	4 years 9 months
Grade 8	3 years 4 months
<b>Avg. HCA Achievement</b>	<b>Plus 2 years, 2 months</b>

## ACT Test Scores

<b>Year</b>	<b>National</b>	<b>Colorado</b>	<b>HCA</b>
2004		20.3	<b>24.6</b>
2005	20.8	20.2	<b>33.3</b>
2006	19.3	20.3	<b>25.3</b>
2007	19.5	20.4	<b>22.9</b>
2008	20.9	20.5	<b>22.6</b>
2009	21.1	20.8	<b>25.1</b>
2010	21.0	20.6	<b>26.0</b>

However, even though the test scores are considerably higher than the state or national norm, the school does not endorse intellectual snobbery. HCA does not promote a culture of elitism, nor does it seek only students believed to have capacity for superior academic achievement. Convinced that a Christian education is for every believing family, our desire is for each student to work to their highest potential so that it could be said of them as it was of Jesus:

the child grew and became strong; he was filled with wisdom, and the grace of God was upon him. Luke 2:40

## HERITAGE CHRISTIAN ACADEMIC EXPECTATIONS

Students are expected to be *proactive* -  
*taking responsibility by actively working for his/her own academic success*

This should be noticeable by the following behaviors:

1. coming prepared to class with an organized notebook, completed homework, textbook, pencils, etc; ready to start when the tardy bell rings
2. participating in class activities - note taking, asking questions, following discussion
3. using study time in class to do the day's assignment
4. reviewing notes and the chapter periodically; comparing notes with other students
5. making homework plan before leaving school
6. using calendar/day timer to plan free and study time; long range planning for major projects
7. "planning your work and working your plan"

<b>Study Method</b>	<b>Retention</b>	<b>To Achieve</b>	<b>Re-Read/Study</b>
See/Read	10 – 15%	90%	6 – 9 times
Hear	20 – 25%	90%	4 – 5 times
See/Hear	30 – 40%	90%	3 – 4 times
Teach/Tell	89%	90%	1 time

***a positive attitude, an academic focus and timely planning***

Maturity (self control) is generally characterized by a student who can make him/herself do the right thing even when he/she doesn't feel like it; even when there is no visible form of authority present.

The most typical mistakes made by students come from undisciplined, immature behavior:

- talking – more attentive to other students and social concerns than academics
- daydreaming – easier to let the mind wander than to be focused on the class
- taking shortcuts – skipping steps in homework, because it seems easier and faster
- wishful thinking - lying to self about the effects of short cuts “*A zero won't hurt my grade.*”
- lack of follow through - not investing time and effort to finish assignments/ projects

**STUDY CHECKLIST**

Life is more than books and education, but God has placed you now with books and education so you need to know how to cope.” Jerry White

*Making the Grade*

## How to Cope at School

1.  Go to every class.
2.  Come prepared to class; bring all necessary materials.
3.  Be attentive to instruction. Take notes as necessary.
4.  Ask questions on confusing material.
5.  Follow class discussions and student questions.
6.  Listen to the assignment as it is explained.
7.  Copy the assignment in a SECURE place.
8.  Use study time wisely in class
9.  Review your homework before you leave the school.

## How to Cope at Home

1.  Do your homework as soon as possible.
2.  Choose an appropriate study area.
3.  Budget your study time.
4.  Do the most difficult/disliked homework first.
5.  Bring all the needed materials to the study area.
6.  Set goals for each half hour/hour of study.
7.  "Tell" your notes to someone
8.  Review notes periodically
9.  Be on guard for distractions and excuses to quit.

## In General

1.  Do ALL assigned homework.
2.  Turn assignments in on time.
3.  Plan out your week/month.
4.  Don't put off homework until the weekend.
5.  Keep organized.
6.  Evaluate graded homework and tests.
7.  Evaluate your study habits.
8.  Watch your attitude.

## GUIDELINES FOR GROUP WORK

Teachers often give students the opportunity to work in small groups.  
Please follow the guidelines below; do not abuse the privilege of working with others.

**Students need to be:**

## **I. ORDERLY**

- divide work and responsibilities evenly
- be organized; keep track of papers, handouts, etc.
- stay focused on the assigned task

## **II. RESPONSIBLE**

- use time wisely
- follow teacher directions accurately
- do what you have been assigned to do
- bring what you said you would bring
- participate in all work
- remember others are dependent on you for their grade

## **III. COOPERATIVE**

- communicate politely and work patiently with others
- do your work with a pleasant attitude
- encourage others in your group to do their best work

*If a student chooses not to follow the above guidelines,  
he/she will be re- assigned an individual project to be completed in the time remaining.*

## READING STEPS

**reading** - to observe the meaning of something written/ printed. . . to have such knowledge of a language as to be able to understand it. . . to make out the significance of. . . to understand. . .to discover or explain the meaning. . .to occupy oneself seriously with study

### Step 1 Grammar Stage

- read introductory/explanatory material if provided; it often gives clues to meaning and areas of significance or emphasis
- try to determine copyright date; gives a time perspective to the selection
- read notes on the author; provides insight to author's direction and tone
- review questions and vocabulary list at the end of the selection; gives the reader focus of selection
- begin reading and take notes of a few key events from each chapter
- after completing the reading revise notes
- write 2 -3 sentence summary of the book

### Step 2 Logic Stage

- Ask yourself these questions
  - What does the central character want?
  - What is standing in his way? What strategy does he peruse in order to overcome this block?
  - Who is telling you this story?
  - What style does the writer employ?
  - Analyze images and metaphors
  - Look at the beginnings and endings?
- Jot down answers to the above questions with specific quotes to support your answers

### Step 3 Rhetoric Stage

- Consider the following questions for possible writing assignments
  - Is it true?
  - Do you sympathize with the characters? Which one and why?
  - Does the writer's technique give you a clue as to his argument – his take on the human condition?
  - Does the reader's time affect him?
  - Is there an argument in this book?

## ANALYSIS OF A POEM

*To determine the meaning, examine the following elements found in the poem*

1. title and author – type of poem/pertinent author information
2. read poem aloud
3. define words – unknown words as well as those with unusual definitions
4. scansion – rhyme scheme  
meter
5. divide poem into appropriate sections – stanzas  
sections using lines/punctuation
6. develop 1 sentence overview of poem topic
7. determine overview of poem’s literary technique(s) – relate to topic/theme
8. paraphrase each section by the appropriate divisions determined in Step 5  
use 5 elements of literature (setting, character, conflict, plot and theme)  
look for connotative words
9. locate lit. techniques –

imagery	apostrophe	irony
simile	paradox	consonance/assonance
metaphor	allusion	onomatopoeia
analogy	synecdoche	pun
symbolism	metonymy	internal rhyme
allegory	alliteration	personification
10. tie thoughts from each individual section together – transition from one to another
11. conclusion with author’s purpose/insight/theme – overview

**Students will need to be flexible in the analysis of the poem depending on the type of poem/author/style ,etc.**

## **PUBLIC SPEAKING**

The oral report is an integral part of most students' academic curriculum. Yet students often do little more than read from the printed page with their eyes downcast and their voice mumbling through the words revealing inadequate preparation and insufficient attention to the art of delivery.

Using a key word outline provides an ideal opportunity to give students true public speaking practice throughout the year. Just as it is important to have opportunities to reconstruct meaning from the key words in an outline when writing, so it is vital to learn to speak in front of a group using brief notes rather than reading.

At first, when speaking publicly, the students should :

1. Stand in front of a group, without fidgeting or wiggling, with hands on the lectern.
2. Look at the keyword outline, which should be written in meaningful phrases
3. Look down at the first line of key words, mentally form them into a complete sentence
4. Look at the audience and speak in a conversational style using complete sentences
5. Repeat the process with little delay between sentences.

Students are prohibited from using the “uh’s” and “um’s” as well as the words “like”, “ya know” and “stuff.”

Gradually with more experience and longer reports students will develop and use slightly longer outlines with more descriptive words and phrases. Student oral reports will be graded on the following:

<b>CRITERIA</b>	<b>STANDARD</b>
<b>Content</b>	The topic is appropriate to the speaker's grade level and the criteria of the assignment
<b>Rate</b>	All words are spoken with appropriate pauses and phrasing and are understood by the listeners
<b>Volume</b>	All words can easily be heard
<b>Enunciation</b>	All words clearly pronounced with appropriate expression
<b>Eye Contact</b>	Speaker glances at notes occasionally.
<b>Poise</b>	Speaker is calm and relaxed at the podium.
<b>Audio-Visual</b>	Supplementary material is well-done and adds to the clarity of the presentation

### **DAILY HOMEWORK**

**Standards:**

Most daily work will be written, but it may be typed. Teachers may modify standards as needed for the specifics of the classroom. For longer compositions see Publication Rules on page 34.

- blue or black ink
- lined, straight - edged 8 1/2" x 11" white paper
- double space between answers
- keep work within margins
- use complete sentences and paragraph form
- for longer writings, use one side of the paper only
- write in legible cursive
- head the paper in the following manner:
  - In the upper left-hand corner write your name, the course and the date.
  - Center the title (exercise and page number) of your paper a double space below the information in the left hand corner

### **NOTEBOOK STANDARDS**

Class notebooks are a reflection of the individual student's character, scholarship and stewardship. These notebooks will serve as an:

- organized collection of your school work
- a compilation of your growth as a scholar
- a record of your maturity in Christian reasoning
- a source of reference for class work later in the school year

Your notebooks should be maintained to the following standards:

- work is to be kept in a 3 ring binder for the full school year
- work is to be filed behind the appropriate divider
- work should be kept in chronological order
- loose pages and dividers should be repaired with reinforcement rings
- the front of the notebook and spine should have the class name and your name neatly printed
- no other markings should be made on either the outside or inside covers
- the notebook will be graded once each quarter

Grading will be based on:

- neatness
- orderliness/organization
- completeness

### **STEPS IN THE WRITING PROCESS**

Students often make three serious errors that "doom" their papers from the start.

- The first is to jump into writing without any planning. Rushing into a paper with a poorly chosen topic is often the start of a poorly written paper resulting in a poor grade.
- Secondly, students procrastinate leaving themselves short of time to do each step properly.
- Lastly, taking shortcuts; foolishly assuming that some of the steps written below just aren't that important.

**1. Clarify assignment**

understand exactly what are the criteria and expectations

**2. Consider several topics before selecting one**

determine your interest in the topic  
 gauge the appropriateness of the topic to the assignment  
 evaluate type of resources available

**3. Research topic**

gain overview of topic from encyclopedia  
 review topic in appropriate sources – books, magazines, internet

**4. Brainstorm and cluster topics**

to gain focus  
 to have plenty of ideas to begin writing  
 organize best ideas into related groups

**5. Write “rough draft” of controlling statement**

to keep you focused on the purpose/direction of your paper

**6. Take notes from sources**

copy key words and phrases from sources accurately  
 keep accurate information for bibliography

**7. Organize ideas to into a jot outline**

take ideas and develop into meaningful phrases  
 list supporting details, examples, illustrations under each main idea

**8. Develop topic sentence of each main point in your outline (beginning of your rough draft)**

a good topic sentence must have an action verb, specific key words and point of view  
 to be of interest a paragraph must have something to prove  
 check for sentence and vocabulary variety  
 include sufficient data to support argument

**9. Write detail phrases into sentences and paragraph form**

proving and supporting each key word of the topic sentence  
 include stylistic techniques as required

**10. Set paper aside after finishing rough draft**

time away will give you a better perspective  
 will be more objective in critiquing your paper

**11. Edit paper**

do not confuse editing with proofreading

to have quality paper you must be willing to erase and start over  
check for stylistic techniques

**12. Write introduction and conclusion**

they should be like matching bookends

something from your introduction should be repeated or alluded to in your conclusion

**13. Proofread paper for grammatical and typographical errors**

**14. Publish paper**

follow established guidelines for font size, margins, et cetera.

## OUTLINE TEMPLATE

Name  
Class  
Date

Creative Paper Title

### I. Introduction

- Hook: complete sentence
- Thesis: complete sentence

### II. Topic sentence covering key point #1 from thesis. (complete sentence)

- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- T: Transitional word to connect this paragraph to the next

### III. Topic sentence covering key point #2 from thesis. (complete sentence)

- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- T: Transitional word to connect this paragraph to the next

### IV. Topic sentence covering key point #3 from thesis. (complete sentence)

- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- Key word phrase
- T: Transitional word to connect this paragraph to the next

### V. Conclusion (complete sentence)

- Restatement of Thesis
- Keyword from hook: (to bring closure to the paper)

## EXPANDING THE PARAGRAPH TO THE ESSAY

### The Paragraph

#### I. Beginning

Consists of a topic sentence that introduces key words of the paragraph

#### II. Middle

Consists of sentences each of which supports the main idea or topic

- A. Sentence 1 – an item of support
- B. Sentence 2 – a 2<sup>nd</sup> item of support
- C. Sentence 3 – a 3<sup>rd</sup> item of support

**Note:** Normally the minimum number of adequate support for a brief paragraph is 4 sentences each of which develops/proves the topic. These supporting sentences should be tied together by transitional words/phrases

#### III. End - Clincher

A concluding sentence related to the topic sentence.

### The Five Paragraph Essay

#### I. Introduction

Consists of the 3-4 sentences which concludes with the thesis or controlling statement.

#### II. Body Paragraphs (The Middle)

Consists of at least 3 paragraphs; each has its own topic sentence developed from the thesis statement.

- A. Paragraph 1 – usually starting with a topic sentence which uses the first key word of the thesis. All other sentences elaborate or prove this major point.
- B. Paragraph 2 – uses the second key word or idea stated in the thesis statement. Followed by supporting sentences.
- C. Paragraph 3 – Third key idea or word is developed and supported.

**Note:** Normally the minimum of adequate support for a brief essay is three body paragraphs.

#### III. Conclusion

A concluding paragraph of 2 – 3 sentences which include an idea or reference from the introduction.

## THE CONTROLLING STATEMENT

**A controlling statement is:**

more than a topic sentence. It is the skeleton for a complete essay; it includes everything to be covered in the essay. Should include 2 -3 specifics.

**A controlling statement consists of:**

a subject

It must be clearly worded and restricted as possible. It answers: "What is the main idea?"

an assertion

This is the writer's idea, argument or viewpoint toward the topic. It helps to restrict the the topic. It is enhanced by the use strong action verbs. It answers: "What am I going to say about this topic?"

key terms

These indicate the number of areas to be developed and the order in which they will be discussed. They should be parallel in structure. They may also point out an order of importance. It answers: "How am I going to support and prove my topic?"

**A controlling statement should:**

1. be a declarative sentence
2. have an action verb
3. express key terms in parallel structure
4. contain a point of view/opinion/argument

**SENTENCE STRUCTURE AND PUNCTUATION**

**I. Simple Sentence**

Has one independent clause; equals a complete thought

May have compound parts

*The girls and most of the boys have decided to go on the mission trip.*

## II. Compound Sentence

- Has two or more independent clauses
- No subordinate clauses
- Each side of the conjunction will be a complete thought
- Joined with correct punctuation and/or conjunction

### 1. use coordinating conjunction and comma

and but or nor for

*The students finished most of their yard work, but they hadn't even started cleaning the inside.*

### 2. use a semicolon (;) no conjunction is necessary.

*The class elected Tom as president; he was also an officer last year.*

### 3. use a conjunctive adverb with a semicolon and comma

accordingly	furthermore	on the contrary	thus
also	hence	on the other hand	
besides	however	otherwise	
consequently	instead	still	
for example	like wise	that is	
for instance	moreover	therefore	

*The mail was delayed for the entire city; therefore, the package arrived too late.*

### 4. use a correlative conjunction and a comma

either. . .or                      neither. . .nor                      not only. . .but also

*Neither of the Congressmen would vote for the issue; nor would most of the Senate.*

## III. Complex Sentence

- Has one independent clause with one or more dependent clauses
- 3 types of dependent clauses
- each with its own rules of punctuation

*If a new believer reads the Gospel of John, which is the fourth book of the New Testament, he will develop a foundational knowledge Jesus Christ..*

### 1. adverb dependent clause

- generally found at the beginning or end of the sentence
- use a comma if it is at the beginning
- clauses can be turned around and the meaning will remain the same
- uses subordinate conjunction at the beginning of the adverb clause

after                                      before                                      unless

although	if	until
as	since	when
as if	so that	whenever
as soon as	than	where
because	though	while

*Because of the heavy rains, the activities were delayed.*  
*The activities were delayed because of the heavy rains.*

## 2. adjective dependent clause

can be found anywhere in the sentence  
 will follow a noun or pronoun  
 uses a relative pronoun at the beginning of the adjective clause

who whom whose which that

If the clause is essential to the meaning – no punctuation

*All of the people who worked on the space program were honored during the program.*

If it is nonessential to the meaning, use commas

*The garden, that was planted last May, produced large quantities, which were given to the needy.*

## 3. noun dependent clause

uses no punctuation; introduced by indefinite relative pronouns

whom	whomever	what	whatever
which	whichever	when	whenever
where	wherever	that	
who	whoever	whosoever	

*Whatever is needed to finish the project will be donated by the community.*

## IV. Compound-Complex Sentence

Contains one or more independent clauses and 1 or more dependent clauses

*Although the merchandize was of good quality, it still did not sell because it was priced too high.*

## TRANSITIONS

The novel, *Everything Under the Sun*, from a first time writer was both a surprising financial and critical success because of its fascinating characters and intriguing plot. Readers eagerly await the possible sequel.

### 1. Transitional Word or Phrase

**But** at this time, the author has not committed to writing another book because of the lengthy research that would be required.

## 2. Pronoun

**This** enthusiasm by the reading public may provide enough pressure to interest the author in a sequel despite the lengthy research that is required.

## 3. Repetition of words or phrases

These **fascinating characters** will no doubt hold the interest of readers for a second or even third additional novel.

## 4. Synonym of Idea

**Popularity with readers** is a key factor in whether an author chooses to commit his time to writing a second book.

### WORDS OF TRANSITION

Type of Signal	Words to Use
Addition	in addition, furthermore, moreover, also, equally important
Example	for example, for instance, thus, in other words, as an illustration, in particular

<b>Suggestion</b>	for this purpose, to this end, with this object
<b>Emphasis</b>	indeed, truly, again, to repeat, in fact
<b>Granting a Point</b>	granted that, although, though, even though, while it may be true, in spite of
<b>Summary</b>	in summary, in conclusion, therefore, finally, consequently, thus, accordingly, in short, in brief, as a result, on the whole
<b>Sequence</b>	<p>Value: first, second, secondly, etc. next, last, finally</p> <p>Time: then, once, after, afterward, next, subsequently, previously first, second, at last, meanwhile, immediately, soon at length, when, yesterday, today, tomorrow</p> <p>Space: above, across, under, beyond, below, nearby, nearer, opposite to, adjacent to, to the left/right, in the foreground, in the back ground</p>
<b>Relationship</b>	<p>Similarity: similarly, likewise, in like manner</p> <p>Contrast: in contrast to, however, but, still, nevertheless, yet, conversely, notwithstanding, on the other hand, on the contrary, at the same time, while this may be true</p> <p>Cause/Effect: consequently, because, since, therefore, thus hence, due to, as a result, accordingly</p>

### HOW TO BEGIN

The following are types of openings that can be used in an expository composition although the most popular and perhaps the most interesting to the reader is the personal anecdote.

humor	descriptive picture	nostalgia	leading question
concrete example	direct quotation	personal anecdote	statistics
paradox	puzzling statement	allusion	poetry
shocking statement	challenge		

As we approached the red and white tent we could hear the stomping and snorting of the animals, smell the hot buttered popcorn in the air and feel the excitement of the crowd as they eagerly pushed toward the ticket booth for the first ever circus in our hometown.

My siblings and I learned the secrets of our family by exploring the dusty attic at the top of my Grandfather's house and the mysterious cellar deep beneath its foundation.

Mary was painfully torn between elation and terror as Tom invited her for a ride on his new motorcycle.

When my sister went off to college, I enthusiastically inherited her room, her large closet and most of all her parking space in the garage, but I was dismayed to hear I would now be responsible for her two cats.

When it comes to conservation of energy, most homes in the typical American community receive an F on energy saving practices as revealed in the latest US Department of Energy annual report.

My world had just fallen apart. I failed my latest test in Chemistry; I dinged my mom's car in a fender bender and worst of all I just lost my best friend.

“Worry does not empty tomorrow of its sorrow, it empties today of its strength.” An insightful sentiment that its author, Corrie ten Boom grew to understand as she found the struggle to survive the Nazi prison camp a daily battle which required godly strength.

To fully respond to the charges of treason that had been leveled against them, Julius and Ethel Rosenberg hired one of the most eccentric attorneys of the era, William R. Stephenson. Even though he lost the case and his clients were sent to prison, he went on to become the most sought after lawyer in America.

Over 50% of new teachers will resign during their first three years on the job. With this kind of drop out rate, school districts will be looking for nearly 400,000 new teachers during the next seven years.

## Grammar Glossary

**Adjectives** – Words that describe nouns and pronouns. Answer the questions, “What kind?” “How much?” “Which one?” or “How many?”

**Adverbs** - Words that describe verbs, adjectives or other adverbs. Answer the questions, “When?” “How?” or “To what extent?”

Usually formed by adding -ly to an adjective

## **Agreement of Pronoun and Antecedent**

Pronouns and antecedents (the words that pronouns refer back to) must agree or match. Follow these rules:

A pronoun replaces a noun. To make sure that your writing is clear, always use the noun first before using the pronoun.

Use a singular pronoun with a singular indefinite pronoun.

Example – If *anyone* questions the amount, refer *him* to payroll.

## **Clause**

c Group of words that have a subject and verb. Independent clause is a complete thought; it

can stand alone as a sentence. A dependent clause also has a subject and verb, but cannot stand alone; it is not a complete sentence. See page 18 for examples.

**Conjunctions** Connects words, phrases or clauses. See examples on page 18.

**Interjections** Words used to show strong emotions; generally set off with an explanation mark.

Example: Oh! Wow!

**Misplace Modifier** A misplaced modifier is a describing word that is placed too far away from the noun or pronoun that it is describing. As a result, the sentence is confusing or amusing.

Example – The author read from his book wearing new glasses.

Correction – The author wearing his new glasses, read from his book.

## **Noun**

Words that name a person, place or thing. Proper nouns should be capitalized such as Ft. Collins, Elizabeth, Sony

## **Parts of Speech**

English words are divided into eight different parts of speech according to their function in a sentence - Adjectives, adverb, conjunction, interjection, preposition, pronoun, noun and verb.

**Prepositions** Words that link a noun or pronoun to another word in the sentence. Common prepositions:

Example: Cheryl walked into the room and placed the book on the table.

## **Verbs**

Words that name an action or describe a state or being. There are four types:

Action verbs tell what the subject is doing.

Examples – jump, swim, think

Linking verbs relate the subject to a descriptive word following the verb.

Example – Betsy seems sick. (Sick describes Betsy)

The milk tastes sour. (Sour describes milk.)

Linking verbs – be, feel, grow, seem, smell, remain, appear, sound, stay, look, taste  
turn, become

Helping verbs are added to another verb to make the meaning clear or to show tense.

Example – She will arrive tomorrow.

The pharmacist could have the order filled by Wednesday.

## STYLISTIC TECHNIQUES

Each of the techniques below will be required in your writing as they are introduced in the classroom and as your skills develop. Please note how often each is to be used throughout the composition.

**I. Dress Up's** One of each of the following in each paragraph. Underline.

**1. who/which** - adjective clause; “who” or “which” following a noun

The lion who felt he would never be able to disentangle himself from the hunter's net was the most grateful for the appearance of the little mouse.

**2. -ly words** (adverb)

The fox casually mentioned how pleased he would be to hear the crow sing.

**3. because (adverb clause)**

The hare was delighted because he knew it would be an easy race.

**4. strong verb**

**5. quality adjective**

**6. conjunctive adverb (compound sentences)**

The rabbit dozed peacefully; however, the tortoise plodded persistently.

**7. dual adverbs, verb or adjectives**

All the animals haunted and tormented the panic stricken hare.

**8. noun clause**

The king of beasts never imagined that a puny rodent could help him.

**9. adverbial and adjectival “teeter-totters”**

**Double adverb followed by adverb clause**

The fox secretly and cruelly laughed as the foolish crew began to sing

**Double adjectives followed by adjective clauses**

The hare scoffed at the humble and lethargic tortoise who had challenged him.

**II. Sentence Openers** Each one in every paragraph as possible; no more than two of the same in a row.  
Place number of sentence opener in margin

**1. subject**

The *tortoise* felt confident and challenged the hare to a race

**2. prepositional**

*In* a flurry the shocked hare dashed towards the finish line

**3. ly**

*Calmly* the triumphant tortoise placed his foot over the finish line.

**4. ing**

*Shrieking* with fear, Peter scrambled to evade the rabid wolf.

**5. Clausal - Adverb**

*Since* killer bees are so hard to contain, they are becoming dangerous.

**6. VSS** (very short sentence)

*Call me Ishmael.*

**7. ed**

*Deceived* by the cunning fox, the narcissistic crow began her song.

**III. Decorations** A different one per paragraph; no more than 4 per essay. Write “dec” in margin

**1. Question**

Where did the real wolf lurk?

**2. dialogue**

“Why won’t they believe me?” screamed Peter in despair.

**3. 3sss**

Killer bees invaded America. Viciously they attacked. Humans suffered greatly.

**4. dramatic opening and closing**

**5. simile-metaphor**

She was as flighty *as a butterfly*.

**6. alliteration**

*Clumsily*, he *clawed* and *clambered* up the *cliff*.

**IV. Sentence Style** (Triple Extensions) One different style per paragraph. Write “triple” in margin.

**1. word repetition**

*Fearing* for his sheep, *fearing* that the villagers would not arrive in time and ultimately *fearing* for his life, Peter screamed “help” as he bolted down the hill.

**2. phrase and clausal repetition**

They lived in a land *where the winter was harsh, where food was scarce and where provisions for the winter had to be stored.*

### 3. repeating - ing words

*Arguing, whining and pleading* with all her charm, Jenny used every means at her disposal in an attempt to persuade her father to change his mind.

### 4. repeating – ly words

The killer bees *forcefully, repeatedly and consistently* pushed northward.

### 5. repeating adjectives or nouns

Peter’s deceptive cries for help finally determined the *attitude, behavior and actions* of the village citizens.

### 6. repeating verbs

With all his might, the mouse *gnawed, jerked and yanked* at the thick rope.

## TYPICAL MISTAKES IN WRITING

Weak style choices are a key mistake found in poor writing. Though these word choices may be grammatically correct, they are written in an elementary style which reflects lazy thinking.

Avoid the following weak patterns of writing:

- Repeating words and phrases
- Using “There is/are Here is/are” as a sentence beginner
- Filling sentences with over used words from the banned word list such as - good, bad, really, very, thing, pretty, fun, it, get.
- Choosing passive verbs instead of vigorous active verbs

- Writing in first or second person
- Inserting filler/repetitive sentences that add no new information, but are included to make the paragraph appear longer
- Settling for longer poorly worded phrases rather than choosing specific descriptive vocabulary
- Repeating the same sentence patterns rather than using the stylistic techniques
- Choosing slang expressions versus more sophisticated vocabulary





## REVISION CHECKLIST GRADING GUIDELINES

### I. Essay Structure

#### **Introduction:**

- 3 – 5 sentences
- catchy opening
- strong controlling statement with key words

#### **Body Paragraphs:**

- topic sentence with: action verb  
key words (core words from controlling statement)  
point of view
- generally 5 supporting sentences
- all key words from topic sentence developed
- appropriate number of stylistic techniques
- prove the point?
- transition within paragraph
- transition to next paragraph

#### **Conclusion:**

- 3 – 4 sentences
- relation to introduction

## II. Mechanics

### **Grammar**

- sentence variety
- variety of conjunctions
- vocabulary variety
- spelling
- capitalization

### **Publishing**

- neatly typed (written)
- appropriate font; margins, etc.
- attribution and documentation

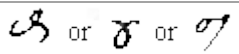





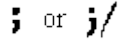
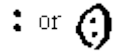
## III. Content

- worthy and appropriate topic for the assignment
- strong central idea explained with insight and depth
- display understanding of material
- use of creativity
- sufficient, specific and relevant supporting material

## IV. Overall

- all facets of the paper meet the requirements of the assignment
- this might include criteria for publishing, visual aids, title pages, etc.

### **PROOFREADERS' MARKS**

<b>Symbol</b>	<b>Meaning</b>
 or $\delta$ or $\diagdown$	delete
 or $>$ or $\hookleftarrow$	caret
	transpose
	begin a new paragraph
	comma
	apostrophe
	period
	semicolon
	colon
<b>AWK</b>	awkward wording
<b>D</b>	check diction - poor choice of words
<b>DMS</b>	doesn't make sense

<b>GE</b>	grammar error
<b>NCS</b>	not a complete sentence
<b>P?</b>	need proof- documentation, quote, support
<b>Rep</b>	repetitious word or phrase
<b>RO</b>	run on sentence
	spelling error
<b>SHCH</b>	short and choppy sentences
<b>T?</b>	Is this information true/accurate?

### **PUBLICATION RULES**

1. Essays should be typed
2. Use 12 point font - Times New Roman
3. No more that 1” margins around text
4. Double space between lines of text
5. Indent first line of each paragraph 5 spaces.
6. Create a header that numbers your papers consecutively in the upper right hand corner beginning with the second page.
7. Do not make a title page. In the upper left-hand corner type your name, the course and the date.
8. Center the title of your paper a double space below the information in the left hand corner
9. Use MLA method of notation

#### **MLA In-Text Citations**

In writings that borrow information not considered common knowledge, the author must be clearly documented.

#### **Plagiarism**

Plagiarism is using someone else’s words or ideas without acknowledging the author. This would include

- copying directly word for word without quotation marks
- copying key phrases or words
- summarizing ideas that are not commonly known

#### **Example**

“When we moved to Kansas with our one year old boy, the two warnings we received were to watch out for tornadoes and the brown recluse spiders. Tornadoes were our immediate fear, but our true nightmare became the brow recluse.” Debbie Gerber

All of the following sentences are examples of plagiarism because they use either use the author’s ideas or key phrases without proper citation.

- Two concerns we received when moving to Iowa, “Watch out for tornadoes and spiders.”
- Tornadoes were our first scare, but our real worry was spiders.
- When moving to the states of the Great Plains, newcomers should be concerned with the possibility of severe storms that may produce tornadoes and the various insects that are native to the area.

There are various methods to cite sources and works that are used in writing; Heritage will use the MLA method. Listed below are examples of in-text citations.

- Author named in signal phrase Ordinarily, you should introduce the material being cited with a signal phrase that includes the author’s name. Put the page number in parentheses at the end of the quotation and before the period.

*Flora Davis reports that a chimp at the Yerkes Primate Research Center “has combined words in to new sentences that she was never taught” (67).*

- Author not named in a signal phrase If there is no signal phrase, the author’s last name and page number must appear in the parentheses.

*A chimp at the Yerkes Primate Research Center “has combined words in to new sentences that she was never taught” (Davis 67).*

- Two or more works by the same author Include the title either in the signal phrase or in abbreviated form in the parenthetical reference.

*In Eloquent Animals, Flora Davis reports that a chimp at the Yerkes Primate Research center “has combined words into sentences that she was never taught” (67).*

*Flora Davis reports that a chimp at the Yerkes Primate Research center “has combined words into sentences that she was never taught” (Davis, Eloquent 67).*

- Unknown Author If the author is not given, either use the complete title in a signal phrase or use a shortened form in the parentheses.

*The UFO reported by the crew of the Japan Airlines flight remains a mystery. Radar tapes did not confirm the presence of another craft (“Strange Encounters” 26).*

- Novel, Play or Poem In citing literary sources, include information that will enable readers to find the passage in various editions of the work.

Novel – include page number and then section or chapter number if possible.  
(138; ch. 8).

Play – include act, scene and line numbers separated by periods

(3.2.21 – 23).

Poem – cite the part if there are number of parts and then the line numbers  
(10. 229 – 231).

### Works Cited

At the end of your paper, full publishing information from each of your cited sources should be listed.

- Start a new page and title your list “Works Cited.”
- List in alphabetical order all the sources cited in your paper.
- Alphabetize these works using the author’s last name; if there is no author use the title.
- Information needed for each listing can generally be found on the title page of the book.
- Unless your teacher requests, sources not cited should not be included in this list.

Additional information about citations can be found by using a search engine for “works cited.” One good site is **citation machine. net**. Many websites will be listed that summarize proper forms of citation and give multiple examples.

Example of a “Works Cited” page follows.

Johnson - 15

### Works Cited

Askins, Rene “Releasing Wolves from Symbolism.” *Harpers* April 2006: 15 – 17.

Begley, Sharon, with Daniel Glick. “The Return of the Native.” *Newsweek* 23 Jan. 2007: 53.

Bergman, Charles. *Wild Echoes: Encounters with the Most Endangered Animals in North America*. New York: McGraw-Hill, 2006.

Carpenter, Betsy. “A Precarious Return of the Wolf to the North American Wild: An Experiment in Yellowstone National Forest.” *US News and World Report* 16Jan. 2005: 15.

Cranford, Marcella. Personal interview. 20 Nov 2008.

Endangered Species Act of 1973. Pub. L. 93-305. 28 Dec. 1973. Stat, 87.884. Sec. 1531.

Friends of the Forest. Ketchum, Idaho: World Education and Research Center, 2008.

Johnson, Mark. “Dual Citizenship Awarded to Transported Wolves.” *International Wolf* 5.2 (2006).

Neimeyer, Carter. “Recapture Operation-Snaring and Radio Collaring of ‘Judas’ Wolves.” *International Wolf* 5.2 (1995): 13.

Richardson, Valerie. “Decrying Wolves.” *National Review* 20 Mar. 1995 38 – 30.

## SENIOR THESIS

### **Purpose:**

The Senior thesis is a culmination of each student's academic education and a process by which students can combine and use all of their skills and talents – research, critical thinking, writing and presentation.

Second semester of the junior year, students will select possible topics according to the criteria and will write a paper giving an overview of their chosen topic and, may if time permits, present it orally in April to the class. This will serve as a “dry run” and allow the students the opportunity to have their ideas critiqued before beginning serious work on their theses.

Seniors will have opportunities to meet with their history, English and Bible teachers throughout the year who will guide the student through the research, writing, and presentation process. This will also help the students to stay on task in order to meet their assigned deadlines. This thesis counts for their second semester final in Bible, English and history classes (excluding AP classes).

### **Structure of Paper**

- significant issue (12 – 15 page paper)
- objective analysis of key points (with appropriate charts, pictures, diagrams)
  - define the issue
  - summarize background and history
  - give major areas of conflict
  - include representative groups on each side
  - explain the consequences
- summarize each side's recommended solution
- present and defend your choice of solution
  - relate appropriate Biblical principles

### **Process and Deadlines**

- 1<sup>st</sup> week of September                      Deadline for topic selection
- Mid- September                              Library Day at Front Range

- End of September 1<sup>st</sup> outline due
- October Research
- Mid- November Detailed outline with Works Cited page
- December Begin rough draft
- End of January Rough draft due
- End of February Final copy due
- End of March Oral presentations begin

### **Oral Presentation**

- 10 – 15 minutes summary of paper
- use power point presentation
- before a panel of Heritage staff
- defend position of your paper
- be prepared to answer questions from the panel

### **Grading**

- 50% writing
- 50% oral presentation