

ENGLISH

151A

INSTRUCTOR'S OUTLINE FOR ENGLISH 151A LAB ORIENTATION PROGRAMS: *CONNECT WRITING* & READING/WRITING PROGRAM

REQUIRED MATERIALS FOR INSTRUCTORS:

How to prepare lab folders for students

- a. Lab folders will be provided by the ELC with 151A Deadlines and Record Form stapled inside the folder
- b. Lab folders will be placed in the instructor's mailboxes at the beginning of the semester
- c. Instructor will write clearly each student's name (last name, first name) on the folder label
- d. Instructor will also write student's name in the 151A Deadlines and Record Form. Indicate the section number in the space provided in the form
- e. Completed folders must be returned to the ELC by 9/9/2011
- f. Please return the extra folders

REQUIRED MATERIALS FOR STUDENTS:

1. Give each student:

- Deadline sheet with attached lab directions
- Connect Writing Directions handout, checklist & class code.

2. Remind each student to purchase the required lab materials (include in syllabus):

- *The Writer's Workplace with Readings* (7th edition) by Sandra Scarry and John Scarry
- Scantrons and #2 pencil
- Connect Writing access code from the Bookstore or online (see flier for online purchase)
- Please provide the information on the flier to the students for purchasing the code online

3. The following lab materials are found on the Ohlone College website:

151A Writing/Reading Packet and paragraph prompts, located at <http://www.ohlone.edu/instr/english/elc/engl151a/>

To get credit, students must put their first and last names, class name (151A), two-digit section number, and instructor name on all work:

Remind them of your name and section #

Review the deadlines and lab directions with students:

- Show the students how to read the deadlines
 - Column 1: **Due dates**
 - Column 2: **Connect Writing, Module tests and Sentence Activities** deadlines
 - Column 3: **Reading/Writing Program** deadlines
- Point out the first due date and the last due date
- Students can start their lab work from **9/14/2011**
- Also review the lab policies and procedures (important)

Review the directions for *Connect Writing*:

- Students may work on the activities anywhere they have access to internet
- Follow step-by-step *Connect Writing* (<http://mhconnectenglish.com/>) directions for registering online
- Use the deadline packet and checklist to determine which activities to work on and when Module tests are due

- Due dates for late tests are noted on the deadlines sheet; late tests are worth 70% maximum
- The **Connect Writing** checklist is for the students to track their progress—they keep this page
- **Connect Writing exercises are mandatory; students will earn points for completing the Connect Writing exercises online**
- Complete all **sentence activities parts 1-9** (in the Reading/Writing packet) by the indicated due date. These activities along with the Connect Writing exercises will prepare the students for the Module tests.
- Students take the Module tests in the English Learning Center by the due dates shown in the deadline packet; they must bring a **photo I.D., scantron and a #2 pencil**

Review the directions for the Writing/Reading program:

Tell students to

- Buy the book assigned by the instructor *Writer's Workplace with Readings*
- Read and print the reading packet at <http://www.ohlone.edu/instr/english/elc/engl151a/>
- Start by reading “The Barrio,” from *Mosaics: Reading and Writing Paragraphs* on pages 217-218. The article can also be found at <http://www.ohlone.edu/instr/english/elc/engl151a/>
- The due date for reading and writing activities are shown on the deadline sheet
- All work must be evaluated and signed by the ELC staff
- Students will submit **Activity 4 (Venn Diagram)** to their class instructor. The instructor will collect and grade activity 4 and submit the entire class activity to the ELC staff after the deadline for the scores to be recorded
- Students must obtain a signature on the 151A deadlines and record form stapled inside the folder after completing each assignment
- The student copy of the 151A deadlines and record form is a checklist for students
- Lab folders must not be removed from the ELC

IMPORTANT: No late responses will be accepted for the Reading/Writing Program

Lab Grades:

- Lab is required and worth 25% of the overall course grade
- The instructional staff will prepare a grade sheet for each class, listing the students' individual lab scores and final lab grades. The grades will be e-mailed to each instructor's **ohlone.edu E-mail address** at the end of the semester.

Tutoring Assistance:

- **Fremont Campus:** Tutoring is available on an appointment and drop-in basis at the English Learning Center, Hyman Hall, 2nd Floor.
- **Newark Campus:** Tutoring is available on an appointment and drop-in basis at the English Learning Center located inside the LRC (Cranium Cafe), NC 1124.

Telephone Number:

- English Learning Center -- Fremont campus -- (510) 659-6087
- English Learning Center -- Newark campus -- (510) 742-2371

ENGLISH 151A LAB DIRECTIONS

Student Conduct:

While in the center, students must behave in accordance with the College's posted Standards of Student Conduct. The center is a quiet study area.

Grades:

The lab grade is 25% of your overall course grade.

Lab Grade Breakdown:

15% grade = grammar tests

10% grade = reading & writing program

Lab Programs:

- ***Connect Writing (online): 6 modules and 6 paper tests***

1. Read and follow *Connect Writing* directions.
2. Read and complete exercises detailed on the *Connect Writing* checklist. Exercises are mandatory. **You will earn points for completing the exercises online.**
3. Take module tests in the English Learning Center on or before the due dates for full credit; late tests do not earn higher than 70% credit and must be completed within one week of the original due date.
4. Fill out a yellow test request form for each test you take.
5. There are no re-takes allowed.

Note: Complete all **sentence activities parts 1-9** by the indicated due date. These activities along with the *Connect Writing* exercises will prepare you for the module tests. These can be found in the reading & writing packet online at <http://www.ohlone.edu/instr/english/elc/engl151a/>

- ***Reading and Writing Program: 18 activities***

1. Read and print the reading and writing packet at <http://www.ohlone.edu/instr/english/elc/engl151a/>
2. Complete all **sentence activities parts 1-9** by the indicated due date.
3. Start by reading "The Barrio," from *Mosaics: Reading and Writing Paragraphs* available on the webpage at <http://www.ohlone.edu/instr/english/elc/engl151a/>
4. Complete the reading and writing activities by the indicated due date.
5. Have all your work evaluated and signed by the English Learning Center lab staff by the specific due date.
6. **No late work accepted and no rewrites.**

IMPORTANT:

You may request help from a tutor, instructor, or instructional assistant at the Fremont ELC or Newark ELC.

ENGLISH 151A

Sentences: Part 1 (Understanding Simple Sentences)

Underline each simple subject once and each simple predicate twice.

1. Murasaki Shikibu lived about 1,000 years ago in Japan.
2. Many experts consider her book *The Tale of Genji* the first novel.
3. The book tells the story of Prince Genji, the “Shining One.”
4. Murasaki’s novel and diary are still read today.
5. She described and analyzed human emotions with great insight.
6. Murasaki was unusual for her time.
7. She had been well educated.
8. Unlike many women of her time, she read and wrote.
9. At the time in Japan, men and women used different writing systems and writing styles.
10. Women were allowed a freer, less formal style of writing.
11. Murasaki used lovely images from nature in her work.
12. Few facts are known about Murasaki’s life, outside of her writings.
13. According to some sources, Murasaki married and had a daughter.
14. After her husband’s death, she went to live at the Japanese court.
15. Music, poetry, and gossip were pastimes of the court.
16. Women lived in separate quarters and hid behind screens.
17. Murasaki’s writings give great insight into the life of the court.
18. Her long novel about Genji was written over a period of many years.
19. Prince Genji’s life and loves are described in the book.
20. According to some, the end of the novel shows Murasaki’s belief in Buddhism and in the vanity of the world.

ENGLISH 151A
Sentences: Part 2 (Recognizing Sentences)

For each Group of words write S if it is a sentence or NS if it is not a sentence.

1. I was distracted while I was doing my homework. _____
2. A blast of warm air. _____
3. Two cardinals were nesting in a bush nearby. _____
4. Rabbits in the backyard. _____
5. My cat watches them warily. _____
6. A long, lazy afternoon watching the birds. _____
7. Creeping toward the garage door. _____
8. All of a sudden the squirrel came out of nowhere. _____
9. The biggest one landing in the birdbath. _____
10. My eyes were as wide as saucers. _____
11. Get up slowly. _____
12. Unhooking the cat's claws from the screen. _____
13. I diverted her attention with a kitty treat. _____
14. Brightly colored butterflies. _____
15. There could be a short story here. _____

ENGLISH 151A
Sentences: Part 3 (Writing Complex Sentences)

Combine each pair of simple sentences to write one complex sentence.

1. Coins and bills were invented. People bartered goods.

2. The Chinese introduced paper money. It was first used in the eighth century A.D.

3. The Lydians began the use of money in 700 B.C. They invented coins.

4. Much currency in history has been made of paper or metal. People have used other items.

5. Seashell beads were used by European settlers in the Americas. They saw the beads used by Native Americans.

6. In history, coins were stamped with a distinctive mark. This was often the image of a ruler.

7. The first woman on a U.S. bill was Martha Washington. She appeared on a one-dollar bill in 1886.

8. A new penny was introduced in 1906. It was called the Lincoln penny.

9. Credit cards were introduced in 1950. They gradually began replacing cash.

10. In 1999 the European Union created a new currency. It was called the euro.

ENGLISH 151A

Sentences: Part 4 (Sentence Types)

On the line write whether each sentence is simple (S), compound (C), or complex (CX).

1. _____ Because people from various places want to communicate, there has long been a desire for a universal language.
2. _____ Esperanto is a universal language that has been invented.
3. _____ Esperanto was invented by Ludwig Zamenhof, who was a Polish doctor.
4. _____ Zamenhof presented his language to the public in 1887.
5. _____ People in his town spoke four different native languages, and they could not understand one another.
6. _____ They sometimes quarreled, since they could not understand each other.
7. _____ Zamenhof took words from many other languages and put them together.
8. _____ The rules of Esperanto were simple so that people could learn them easily.
9. _____ The words are spelled as they are pronounced.
10. _____ Zamenhof wanted his new language to benefit all of humanity.
11. _____ Esperanto, whose name comes from the Latin word for *hope*, is still used.
12. _____ Esperanto hasn't become a universal language, but it has many speakers.
13. _____ People in 80 countries speak Esperanto.
14. _____ There are more than 100,000 speakers of Esperanto, and, according to some people, there may be up 2 million.

ENGLISH 151A

Sentences: Part 5 (Sentence Types)

On the line write whether each sentence is simple (S), compound (C), complex (CX), or compound-complex (CCX).

1. _____ She played a game with her kids while they thought about what they wanted to do next.
2. _____ Could you please take out the trash?
3. _____ Eating, drinking, and smoking are not permitted in this building.
4. _____ Last week, we found that the tickets were on sale, so we bought them as soon as possible.
5. _____ We sat around the television all night and ate leftovers from the night before.
6. _____ I like to sit and read every Wednesday night.
7. _____ Harry thinks Sally is pretty, but he thinks that Jessica is more interesting.
8. _____ Junk food is not very good for you, but it really tastes great.
9. _____ Morning comes a little too early for me.
10. _____ Monica found that she understood the PC better than the Mac.
11. _____ I know that it's not good for me, but I love cold pizza for breakfast.
12. _____ If you cut class, you are going to be in so much trouble.
13. _____ Cinderella is a European fairy tale with over five hundred versions.
14. _____ The oldest versions are from the ninth century; those early stories do not give Cinderella glass slippers.
15. _____ The glass slippers appeared when a French version of the story was translated incorrectly.
16. _____ In older versions, Cinderella's shoes were made of a rare metal or some other valuable covering.
17. _____ The French story used white squirrel fur for the slippers, but the French word that meant "fur" was similar to the word that meant "glass."
18. _____ Charles Perrault, who translated the story in 1697, was the first person to describe the slippers as glass.

19. _____ Almost all later versions of the story depict Cinderella as wearing glass slippers.
20. _____ In most of the stories, Cinderella is helped by her fairy godmother; however, some versions use other characters.
21. _____ Although Cinderella's mother is dead, she magically appears in one story, and she takes the place of the fairy godmother.
22. _____ Sometimes cows or goats assist Cinderella, but in the Disney version mice come to her aid.
23. _____ Jazz is often called America's only original art form.
24. _____ The roots of jazz go back to African-Caribbean music that accompanied work, church, and social events in the early days of this country.
25. _____ Because its beginnings are so humble, jazz has not been given as much respect in its own country as European art forms such as classical music.
26. _____ In the past, one has had to go to smoky saloons and bars to enjoy the best jazz musicians.
27. _____ Among the early jazz greats were King Oliver, Eubie Blake, Bessie Smith, and Jelly Roll Morton.
28. _____ A typical jazz ensemble includes a drum, bass, piano, saxophone, and trumpet, but many other instruments, such as banjos, flutes, organs, and accordions are also played.
29. _____ Singers have always been a part of jazz, and Billie Holiday, who sang from the thirties through the fifties, is one of the best loved.
30. _____ Her trademark was a white gardenia, which she wore in her hair.
31. _____ Billie Holiday sang with most of the great jazz musicians of her time; they include Lester Young, Duke Ellington, Benny Goodman, and Roy Eldridge.
32. _____ One of her most famous songs is "Strange Fruit," which is about the lynchings of African-Americans in the South.
33. _____ Duke Ellington was one of the greatest composers of jazz; he had a full jazz orchestra, which was invited to play at Carnegie Hall.
34. _____ Count Basie and Duke Ellington, who both led great jazz orchestras, helped to bring more respect to jazz in the second half of the twentieth century.
35. _____ The characteristics that set jazz apart from other musical forms are its unique use of rhythm and improvisation combined with its joy and spontaneity.

36. _____ Jazz, which is alive and well throughout the world, is practiced today by players such as Joshua Redman, Charlie Haden, and Wynton Marsalis.
37. _____ These great musicians stand on the shoulders of people like John Coltrane, Miles Davis, and Thelonious Monk.
38. _____ After dark, the shore near my cabin is a mysterious place where the absence of light creates a new reality.
39. _____ As I was walking along the beach one night recently, I surprised a snow crab in the beam of my flashlight.
40. _____ He lay in a pit just above the surface as if he were watching the sea and waiting.
41. _____ When I turned off the flashlight, I could feel the darkness around me, and I felt alone with the snow crab.
42. _____ I could hear nothing but the elemental sounds of wind blowing over sand and water and waves crashing on the beach.
43. _____ When I am on that beach at night, time seems suspended, and I feel alone with the creatures of the shore.
44. _____ Those creatures, like the sea anemones and the shore birds, have been there since the dawn of time.
45. _____ As my eyes accustom themselves to the dark, the gulls and sanderlings become shadows.
46. _____ When I am surrounded by those sights, sounds, and smells, I feel transported into another, older world before humankind.
47. _____ The rhythm of the sea becomes the rhythm of the whole world, and the smell becomes a fundamental smell.
48. _____ On that recent night, I sat near that snow crab and watched the sea with him.
49. _____ Hidden beneath the water before me were patches of bright coral that were the home for blood-red starfish and green sea cucumbers.
50. _____ All seemed peaceful then, but on the shore, the battle for survival rages incessantly.
51. _____ The largest shark and the smallest plankton must search constantly for the food that sustains them.
52. _____ In the dim light, I saw several hermit crabs scurrying across the sand, and I turned from the dark shore toward the lights of my home.

ENGLISH 151A
Sentences: Part 6 (Sentence Combining)

Directions: Combine A & B to make the sentence pattern indicated in parenthesis.

1. A (simple sentence) with the pattern Subject-Verb:

- A) The ship was in the harbor.
- B) The ship was a nineteenth-century three-masted schooner.

2. A (compound sentence):

- A) Daniel Boone was hungry for some bear meat.
- B) He decided to go to the mountains.

3. A (complex sentence):

- A) Hogart would not go to the dance.
- B) Sheba changed her dress.

4. A (simple sentence) in the form of a question:

- A) I should wash the car.
- B) I should watch the Super Bowl.

5. A (complex sentence):

- A) Josh had not done his homework.
- B) He could not go to the movies with his friends.

6. A (simple sentence):

- A) The spider saw the girl.
- B) The spider sat down beside her.

7. A (compound sentence):

- A) President Lincoln was impressed with the results of the battle.
- B) President Lincoln gave General Grant a medal.

8. A (compound-complex sentence):

- A) The Subreality Café is a dark and gloomy place.
- B) It appeals to people who wear black clothing and dark makeup.
- C) It is one of the most popular cafes in the city.

9. A (compound-complex sentence):

- A) Walt Whitman was against war.
- B) He served as a nurse during the Civil War.
- C) He wanted to help the soldiers.

10. A (complex sentence):

- A) We like to take road trips up the coast.
- B) We stop to see the redwoods.

11. A (compound sentence):

- A) The pictures on my office wall are crooked.
- B) The carpet needs to be cleaned.

12. A (compound-complex sentence):

- A) It had rained for an entire week.
- B) Joe's golf game was canceled.
- C) Joe was upset.

ENGLISH 151A

Sentences: Part 7 (Identifying Compound Sentences)

Underline the independent clauses in each sentence and insert the proper punctuation.

1. The Colosseum was built 2,000 years ago but it still stands in the center of modern Rome.
2. The Colosseum is a famous ruin thousands of tourists visit it every day.
3. The Colosseum was the largest amphitheater built by the ancient Romans nevertheless it was built in less than ten years.
4. The Colosseum could seat more than 45,000 spectators and it was four stories high.
5. The huge structure is about 600 feet long and 500 feet wide furthermore it rises over 187 feet into the air.
6. The Colosseum had approximately eighty entrances therefore crowds could enter and leave quickly.
7. Under the floor of the Colosseum were passages wild animals were kept there.
8. Entertainment was provided by the Roman emperors and it was free to the public.
9. One of the main spectacles was combat between gladiators another was hunting wild animals.
10. These events were for entertainment however the sports often ended in death.
11. Originally the victor determined the fate of the loser but later the emperor gave the life-or-death-signal—thumbs up or thumbs down.
12. The rewards for victors were considerable they included precious gifts and gold coins.
13. The Colosseum has been damaged by earthquakes moreover in the past people stole stones and marble seats.
14. In the past pieces of stone have fallen from the Colosseum and the structure had to be closed to tourists and reinforced.
15. Today tourists can visit parts of the Colosseum they can imagine it with 45,000 spectators!

ENGLISH 151A
Sentences: Part 8 (Writing Compound Sentences)

Combine each pair of simple sentences, and write a compound sentence. Use a coordinate conjunction, a conjunctive adverb, or just a semicolon.

1. Gold is a precious metal. People have valued it throughout history.

2. Gold does not rust. Gold objects from ancient tombs often still shine.

3. Gold is a soft metal. It can be shaped into a variety of forms.

4. Gold conducts electricity well. Silver and copper are better conductors.

5. Jewelry has long been made from gold. Coins also have also been made from gold.

6. The gold in jewelry is measured in karats. Pure gold is 24-karat gold.

7. About two-thirds of all gold is made into jewelry. It is also used in electronic devices.

8. Gold is found in many places on earth. It usually occurs with other metals.

9. There is gold in seawater. The cost of extracting it is too expensive.

10. The largest gold field is in South Africa. Gold is mined in many places.

11. A gold strike was in Nevada in the 1960s. An open pit mine still operates there.

12. In the Middle Ages people tried to turn other metals into gold. They are alchemists.

13. The Spanish sought gold in the Americas. They had heard of a land rich in gold.

14. There have been many gold rushes. Most people don't strike it rich.

15. There was a gold rush to California in 1849. Alaska had a gold rush in the 1890s.

ENGLISH 151A
Sentences: Part 9 (Identifying Complex Sentences)

Underline each independent clause once and each dependent clause twice. Circle the relative pronoun or subordinate conjunction.

1. The Inca Empire, which controlled the Andes Mountains, survived fewer than 100 years.
2. The term *Inca* was the name of the group's ruler, whom the Incas worshipped as a god.
3. Before the Incas expanded in the 15th century, they were a small tribe near Cuzco in Peru.
4. After they were attacked by their neighbors, they began a series of conquests.
5. They started attacks that established Inca rule from Colombia to Chile.
6. The rulers were worshipped after they died.
7. Their mummified bodies were carried into the main square everyday so that people could worship them.
8. Because they didn't have written numbers, the Incas developed a clever counting system with knotted cords.
9. Since there was no writing system, oral communication was very important.
10. Messages were memorized and carried by runners, who could cover 150 miles a day.

THE BARRIO

by Ernesto Galarza

Focusing Your Attention

1. Have you ever watched someone merge two cultures or tried to blend two cultures yourself? What are the advantages of merging cultures? What are the disadvantages?
2. In the essay you are about to read, the writer compares and contrasts various characteristics of American and Latin American life from the perspective of someone who has come to America for the first time. What do you think are some of the differences between these two cultures? Some of the similarities?

Expanding Your Vocabulary

The following words are important to your understanding of this essay. Start a vocabulary log of your own by recording any words you don't understand as you read. When you finish reading the essay, write down what you think the words mean. Then check your definitions in the dictionary.

barrio: Spanish-speaking neighborhood (title)

mercados: marketplaces (paragraph 1)

chiquihuite: basket (paragraph 1)

pilón: sugar candy (paragraph 1)

Mazatlán: a city in Mexico (paragraph 1)

Judases: images of the disciple who betrayed Jesus (paragraph 2)

Holy Week: the week leading up to Easter (paragraph 2)

promenades: parades (paragraph 2)

plaza: public square (paragraph 2)

cathedral: large church (paragraph 2)

Palacio de Gobierno: town hall (paragraph 2)

vecindades: close-knit neighborhoods (paragraph 3)

mirth: fun, laughter (paragraph 4)

boisterous: noisy (paragraph 4)

compadre: godfather (paragraph 5)

comadre: godmother (paragraph 5)

cherubs: angels depicted as babies with wings (paragraph 5)

mica: a mineral (paragraph 5)

atole: a drink (paragraph 5)

corridos: songs (paragraph 5)

paddy wagon: police van (paragraph 6)

IOUs: debts (paragraph 8)

pochos: Mexicans living in the United States who grew up in the United States (paragraph 9)

chicanos: Mexicans living in the United States who grew up in Mexico (paragraph 9)

THE BARRIO¹

by Ernesto Galarza

We found the Americans as strange in their customs as they probably found us. Immediately we discovered that there were no *mercados* and that when shopping you did not put the groceries in a *chiquihuite*. Instead, everything was in cans or in cardboard boxes, or each item was put in a brown paper bag. There were neighborhood grocery stores at the corners and some big ones uptown, but no *mercado*. The grocers did not give children a *pilón*, and they did not stand at the door and coax you to come in and buy, as they did in Mazatlán. The fruits and vegetables were displayed on counters instead of being piled up on the floor. The stores smelled of fly spray and oiled floors, not of fresh pineapple and limes.

Neither was there a plaza, only parks which had no bandstands, no concerts every Thursday, no Judases exploding on Holy Week, and no promenades of boys going one way and girls the other. There were no parks in the *barrio*, and the ones uptown were cold and rainy in winter, and in summer there was no place to sit except on the grass. When there were celebrations, nobody set off rockets in the parks, much less on the street in front of your house to announce to the neighborhood that a wedding or a baptism was taking place. Sacramento did not have a *mercado* and a plaza with the cathedral to one side and the Palacio de Gobierno on another to make it obvious that there and nowhere else was the center of the town.

It was just as puzzling that the Americans did not live in *vecindades*, like our block on Leandro Valle. Even in the alleys, where people knew one another better, the houses were fenced apart, without central courts to wash clothes, talk, and play with the other children. Like the city, the Sacramento *barrio* did not have a place which was the middle of things for everyone.

In more personal ways, we had to get used to the Americans. They did not listen if you did not speak loudly, as they always did. In the Mexican style, people would know that you were enjoying their jokes tremendously if you merely smiled and shook a little, as if you were trying to swallow your mirth. In the American style, there was little difference between a laugh and a roar, and until you got used to them you could hardly tell whether the boisterous Americans were roaring mad or roaring happy.

The older people of the *barrio*, except in those things which they had to do like the Americans because they had no choice, remained Mexican. Their language at home was Spanish. They were continuously taking up collections to pay somebody's funeral expenses or to help someone who had had a serious accident. Cards were sent to you to attend a burial where you would throw a handful of dirt on top of the coffin and listen to tearful speeches at the graveside. At every baptism, a new *compadre* and a new *comadre* joined the family circle. New Year greeting cards were exchanged, showing angels and cherubs in bright colors sprinkled with grains of mica so that they glistened like gold dust. At the family parties the huge pot of steaming tamales was still the center of attention, the *atole* served on the side with chunks of brown sugar for sucking and crunching. If the

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party lasted long enough, someone produced a guitar; the men took over and the singing of *corridos* began.

In the *barrio* there were no individuals who had official titles or who were otherwise recognized by everybody as important people. The reason must have been that there was no place in the public business of the city of Sacramento for the Mexican immigrants. We only rented a corner of the city and as long as we paid the rent on time everything else was decided at City Hall or the County Court House, where Mexicans went only when they were in trouble. Nobody from the *barrio* ever ran for mayor or city councilman. For us, the most important public officials were the policemen who walked their beats, stopped fights, and hauled drunks to jail in a paddy wagon we called *La Julia*.

The one institution we had that gave the *colonia* some kind of image was the *Comisión Honorífica*, a committee picked by the Mexican Consul in San Francisco to organize the celebration of the *Cinco de Mayo* and the Sixteenth of September, the anniversaries of the battle of Puebla and the beginning of our War of Independence. These were the two events which stirred everyone in the *barrio*, for what we were celebrating was not only the heroes of Mexico but also the feeling that we were still Mexicans ourselves. On these occasions, there was a dance preceded by speeches and a concert. For both the *cinco* and the sixteenth, queens were elected to preside over the ceremonies.

Between celebrations, neither the politicians uptown nor the *Comisión Honorífica* attended to the daily needs of the *barrio*. This was done by volunteers—the ones who knew enough English to interpret in court, on a visit to the doctor, a call at the county hospital, and who could help make out a postal money order. By the time I had finished the third grade at the Lincoln School, I was one of these volunteers. My services were not professional, but they were free, except for the IOU's I accumulated from families who always thanked me with "God will pay you for it."

My clients were not *pochos*, Mexicans who had grown up in California, probably had even been born in the United States. They had learned to speak English of sorts and could still speak Spanish, also of sorts. They knew much more about the Americans than we did and much less about us. The *chicanos* and the *pochos* had certain feelings about one another. Concerning the *pochos*, the *chicanos* suspected that they considered themselves too good for the *barrio* but were not, for some reason, good enough for the Americans. Toward the *chicanos*, the *pochos* acted superior, amused at our confusions but not especially interested in explaining them to us. In our family, when I forgot my manners, my mother would ask me if I was turning *pochito*.

Turning *pochito* was a half-step toward turning American. And America was all around us, in and out of the *barrio*. Abruptly we had to forget the ways of shopping in a *mercado* and learn those of shopping in a corner grocery or in a department store. The Americans paid no attention to the Sixteenth of September, but they made a great commotion about the Fourth of July. In Mazatlán, Don Salvador had told us, saluting and marching as he talked to our class, that the *Cinco de Mayo* was the most glorious date in human history. The Americans had not even heard about it.

ENGLISH 151A
Activity 1: The Barrio

What are some similarities and differences between Sacramento and Mazatlan?
Complete the following **"T" diagram**.

Sacramento and Mazatlan

SIMILARITIES

Sacramento

Mazatlan

DIFFERENCES

DIFFERENCES

ENGLISH 151A
Activity 2: The Barrio

Compare and contrast two restaurants from two different cultures (other than your own). Complete the following **“Block” diagram**.

Subject# 1 Restaurant: _____

Feature 1 Appetizers:

Feature 2 Entrees:

Feature 3 Dessert:

Subject # 2 Restaurant: _____

Feature 1 Appetizers:

Feature 2 Entrees:

Feature 3 Dessert:

ENGLISH 151A
Activity 3: The Barrio

Compare and contrast two neighborhoods from two different cultures (other than your own). Complete the following **“Point by Point” diagram.**

Feature 1 Architecture

Subject 1 Neighborhood 1 _____

Subject 2 Neighborhood 2 _____

Feature 2 Stores

Subject 1 Neighborhood 1 _____

Subject 2 Neighborhood 2 _____

Feature 3 People

Subject 1 Neighborhood 1 _____

Subject 2 Neighborhood 2 _____

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Activity 4: Venn Diagram

Complete this activity and take it to your instructor by the due date.

Activities one through three show different methods on how to list similarities and differences between two subjects. Use a Venn diagram to compare and contrast two subjects, ideas or concepts. Then use the information you find to write your own paragraph.

ENGLISH 151A
Reading Graphic Organizer

Complete the following reading organizer. Use the article *The Barrio* by Ernesto Galarza.

Title and author of reading:

Topic of reading:

Your knowledge of this topic:

Purpose for reading:

Unfamiliar words or concepts:

Word/Concept

Definition

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RAP is an active reading strategy that consists of three parts: Read, Ask, and Paraphrase

- € Read a paragraph or section
- € Ask yourself what the main ideas are
- € Put the main ideas in your own words

Complete the following RAP activity using the article *Barrio* by Ernesto Galarza.

Paragraph 1 & 2

Main Ideas:

Paraphrase:

Paragraph 3 & 4

Main Ideas:

Paraphrase:

Paragraph 5 & 6

Main Ideas:

Paraphrase:

Paragraph 7 & 8

Main Ideas:

Paraphrase:

Paragraph 9 & 10

Main Ideas:

Paraphrase:

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Revising and Proofreading

Narration Student Paragraph

From *Mosaics: Reading and Writing Paragraphs*, 5th ed.

The following is a narrative paragraph written by a student named Robert Martinez. As you read his paragraph, try to figure out his main point. After reading the paragraph answer the questions that follow.

(1) We started our vacation early in the morning fishing for bass. (2) We had gone to the lake so many times with our dads, and now we were there all by ourselves. (3) Boy, this was a great feeling? (4) We settled back. (5) And waited for those nibbles on my line. (6) The first sign of trouble came when the conservation officer's boat started heading toward us. (7) Suddenly, I remembered fishing licenses, a detail our dads always took care of for us. (8) We were worried, but we didn't think that anything bad would happen. (9) Except for once when I got caught cheating on a science test, I had never been in trouble before. (10) But we have several friends who get in trouble all the time. (11) The conservation officer looked serious. (12) Can you imagine our surprise when he told us we really were in trouble. (13) We were under arrest. (14) Suddenly, we weren't so excited about being on our own.

REVISING CHECKLIST

Topic Sentence

1. Is there a clear topic sentence in this paragraph? If yes, which sentence is his topic sentence? If no, explain.

2. What is Robert's implied main point in his paragraph?

3. Write a well-developed topic sentence to introduce all of the ideas in his paragraph.

Development

1. Does the paragraph contain specific details that support the implied topic sentence? Yes No
2. Does the paragraph include enough details to explain the implied topic sentence fully? Yes No
3. Does the paragraph answer all of the journalist’s questions? Record at least one detail Robert uses in response to each question.
 - a. Who? _____
 - b. What? _____
 - c. When? _____
 - d. Where? _____
 - e. Why? _____
 - f. How? _____
4. Add two new details to Robert’s paragraph that support his main idea.

5. What is missing from Robert’s paragraph? What more do you need to know in order to fully understand his story? List at least two places where you would like more information.

Unity

1. Do all of the sentences in the paragraph support the topic sentence? Yes No
2. Read each of Robert’s sentences with his topic sentence (revised if necessary) in mind and list the two sentences that are not directly related to Robert’s topic sentence.

Organization

1. Is the paragraph organized logically? Yes No
2. Read Robert’s paragraph again to see if all of the sentences are arranged logically and list four clue words/phrases from Robert’s paragraph that tell you how it is organized.

3. Identify Robert’s method of organization. _____

Coherence

1. Do the sentences move smoothly and logically from one to the next? Yes No
2. List two words or phrases that Robert repeats.

3. Explain how one of these words or phrases makes Robert's paragraph easier to read.

PROOFREADING CHECKLIST

Sentences

Subjects and Verbs

1. Does each sentence have a main subject and verb? Yes No
2. Underline the subjects once and the verbs twice in the paragraph. Remember that sentences can have more than one subject-verb set.
3. Does each of the sentences have at least one subject and verb that can stand alone? Yes No
4. Did you find and correct Robert's fragment? If not, find and correct it now.

Subject –Verb Agreement

1. Do all subjects and verbs agree? Yes No
2. Read aloud the subjects and verbs you underlined in the paragraph and correct any subjects and verbs that do not agree.

Pronoun Agreement

1. Do all pronouns agree with their nouns? Yes No
2. Did you find and correct the two pronouns that do not agree with their nouns? What sentences are they located in? Correct them.

Modifier Errors

1. Are there any modifier errors in the paragraph? Yes No

Punctuation and Mechanics

Punctuation

1. Are sentences punctuated correctly? Yes No
2. Find the fragment and make sure it is punctuated correctly.

3. Did you find and correct Robert's two other punctuation errors? What sentences are they in?

Mechanics

1. Are words capitalized properly? Yes No
2. Does Robert make any mistakes in capitalization? Yes No
3. Be sure to check Robert's capitalization in the fragment.

Word Choice and Spelling

Word Choice

1. Are words used correctly? Yes No

Spelling

1. Are words spelled correctly? Yes No
2. Use spell-check and a dictionary to check the spelling in Robert's paragraph.

Now rewrite Robert's paragraph with your revision and proofreading corrections.