

# TRHS AP English Language and Composition Summer Packet for the 2019-2020 School Year

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Contents:

- Welcome letter to students
- AP “contract” for student/parent signature
- AP Language summer assignments

Dear AP Language and Composition Student and Parents,

AP Language and Composition is a college-level course that will introduce you to a wide range of expository prose (mainly non-fiction) in order to broaden your scope of rhetorical skills and deepen your awareness of the power of language. The course is designed to meet the rigorous requirements of a college level writing class and includes expository, analytical, personal, and argumentative texts from a variety of authors and historical contexts. This course will also provide you with the information necessary to read analytically, formulate theories and arguments based on the readings, and respond by composing articulate essays that utilize elements of sentence structure, syntax, style, purpose, and tone.

AP Language and Composition presumes you have an excellent foundation and interest in writing, reading, and public speaking, as well as a strong work ethic and excellent time management skills. This is not the class to learn those skills. Remember, this is a college level course (which means you are essentially skipping 2 grades). **The expectation is that you have the English language skills necessary to do well in this class, and that you have the motivation and time management skills that will enable you to pass the AP exam at the end of the year and receive college credit for your effort.**

Beginning with the summer assignments, you will be responsible for completing work on time. **There are no exceptions to deadlines (no late work accepted for any assignment including summer work)**, so please do not wait until the last minute to begin because “things can happen”. The summer work is designed to give you a baseline of your reading and writing skill levels. Summer work will also give you a good idea of what to expect for the school year in terms of the type of assignments, the pace of the course, and expected quality of work. **SUMMER WORK COUNTS FOR 10% OF YOUR Q1 GRADE.**

Please know that I am here to help you in any way I can, so please don’t hesitate to contact me over the summer. Email is always the best way to stay in touch, and I do check it frequently.

I will also be running AP Language help sessions on Aug 5-8 from 9-12:00 pm to review for the writing exam you are required to take the 1<sup>st</sup> week in September and to help you with your summer work – specifically the argument paper. While not mandatory, I have found that students who take advantage of this extra help and practice are definitely more prepared and confident about their writing. Please email me if you will be attending any of these review sessions. You may come for one or come for all!

Have a fantastic summer and happy reading and writing.

## AP Language and Composition Summer Work Contract

The summer assignments are designed to prepare you for the content of the AP Language class beginning day 1, and so it is imperative this work be completed and turned in on time. You will also be tested on this material when we begin class in the fall, so again, the summer work is vital. I am certainly available all summer to answer questions about these assignments via e-mail. Please do not hesitate to ask me. This shows interest and commitment on your part and it gives me a chance to get to know you sooner. This work also takes the place of the general assigned summer reading all TRHS students are required to complete.

As a reminder...because you have signed up for an AP class, you have made a commitment to do the work that is assigned – completely and on time. Failure to complete the summer assignments by the deadlines shows a lack of commitment to the course or a lack of preparedness, both of which are required day 1. Signing this contract means you have read, understood, and agree to the summer work requirements.

Please sign and return this form to Mrs. Deyermond in room 412 BEFORE THE LAST DAY OF SCHOOL, JUNE 14. (Please put in the FOLDER labeled AP Summer Work on Mrs. D's desk). You may also give this to Mrs. Laycock in the Assistant Principal's office to put in my mailbox.

\_\_\_\_\_ Date \_\_\_\_\_

***Student Signature***

\_\_\_\_\_ Date \_\_\_\_\_

***Parent/Guardian Signature***

## AP LANGUAGE AND COMPOSITION SUMMER WORK 2019

### 10% of Q1 Grade

**No late work accepted for any assignment – plan ahead**

Each assignment submitted separately through Google Classroom by midnight of due date

(*Just Mercy* dialectical journal and Writing Conventions Packet:  
Please bring these to our first class meeting)

#### **DESCRIPTION OF SUMMER WORK:**

This summer you will embark on a study of America's judicial system. Our ultimate goal is to determine whether you believe our justice system is truly "just" (unbiased). At the conclusion of reading the book *Just Mercy*, five related non-fiction essays and articles, and viewing the documentary *The Central Park Five*, you will write a 4-5 page argument that addresses this complex question:

#### **Is America's system of justice "just" (unbiased)?**

Your summer assignments consist of:

1. **Reading 5 non-fiction articles** from a variety of sources and completing a RHETORICAL ANALYSIS GRAPHIC ORGANIZER for each. Submit each analysis **through Google classroom by the assigned date.**
2. **Reading the bestselling non-fiction book *Just Mercy*** by Bryan Stevenson according to the reading schedule and
  - a. taking detailed notes for each chapter. Notes **due on the 1<sup>st</sup> day of school** and
  - b. posting responses on Google discussion board **5 times** throughout the summer **by the assigned date.**
3. **Viewing the documentary *The Central Park Five*** and taking notes on specific discussion questions to use in your mini-argument paper. NOTES will NOT be collected.
5. **Completing a mini argument paper (4-5 pages)** on the following topic related to all of the summer reading assignments: The argument question:

#### **Is America's system of justice "just" (unbiased)?**

6. **Completing the entire Writing Conventions Review Packet.** You will have a **major exam on all of these writing conventions the 2<sup>nd</sup> week of school.** This should be a review for you. In other words, you are expected to know this information already. While I'm not grading or collecting this, obviously you should complete this packet in order to score well on the exam.

SEE NEXT PAGE FOR ASSIGNMENT DUE DATES

**YOU MAY PICK UP A COPY OF *JUST MERCY* IN THE LIBRARY**

### **SUMMER ASSIGNMENT DUE DATES:**

Please note that these are **DROP DEAD DATES**. You may certainly submit work BEFORE the due date to avoid any potential problems! The assignments highlighted in red **MUST** be submitted on time. The assignments in black are designed to keep you from procrastinating.

Due Date	Assignments
Friday, June 28	<ul style="list-style-type: none"> <li>● Read Chapters Introduction through chapter 4 in Just Mercy</li> <li>● Post 1 discussion response in Google Classroom <b>and</b> respond to at least 1 other student posting (20 pts)</li> <li>● Complete chapter notes for each chapter. (notes to be collected first class)</li> <li>● Read and annotate Article 1 (“Too Long Ignored”)</li> <li>● Complete graphic organizer of Article 1 (“Too Long Ignored”) and submit through Google Classroom (30 pts)</li> <li>● Study and complete Writing Conventions: Subject/Verb Agreement</li> </ul>
Friday, July 12	<ul style="list-style-type: none"> <li>● Read Chapters 5-8 in Just Mercy</li> <li>● Post 1 discussion response in Google Classroom <b>and</b> respond to at least 1 other student posting (20 pts)</li> <li>● Complete chapter notes for each chapter. (notes to be collected first class)</li> <li>● Read and annotate Article 2 (“Why We Must Rethink Solitary Confinement”)</li> <li>● Complete graphic organizer of Article 2 (“Why We Must Rethink Solitary Confinement”) and submit through Google Classroom (30 pts)</li> <li>● Study and complete Writing Conventions: Pronoun/Antecedents</li> </ul>
Friday, July 19	<ul style="list-style-type: none"> <li>● Read Chapters 9-11 in Just Mercy</li> <li>● Post 1 discussion response in Google Classroom <b>and</b> respond to at least 1 other student posting (20 pts)</li> <li>● Complete chapter notes for each chapter. (notes to be collected first class)</li> <li>● Read and annotate Article 3 (“Death Penalty Repeal Passes...”)</li> <li>● Complete graphic organizer of Article 3 and submit through Google Classroom (30 pts)</li> <li>● Study and complete Writing Conventions: Punctuation</li> </ul>
Friday, July 26	<ul style="list-style-type: none"> <li>● Read Chapters in 12-14 in Just Mercy</li> <li>● Post 1 discussion response in Google Classroom <b>and</b> respond to at least 1 other student posting (20 pts)</li> <li>● Complete chapter notes for each chapter. (notes to be collected first class)</li> <li>● Read and annotate Article 3</li> <li>● Complete graphic organizer of Article 4 (“The Fight for Voting Rights in Florida”) and submit through Google Classroom (30 pts)</li> <li>● Study and complete Writing Conventions: Caps and Adjectives</li> </ul>
Friday, Aug 2	<ul style="list-style-type: none"> <li>● Finish Just Mercy</li> <li>● Post 1 discussion response in Google Classroom <b>and</b> respond to at least 1 other student posting (20 pts)</li> <li>● Complete chapter notes for each chapter. (notes to be collected first class)</li> <li>● Read and annotate Article 5</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete graphic organizer of Article 5 (“US Condemns Alabama Prison System”) and submit through Google Classroom (30 pts)</li> <li>• View The Central Park Five documentary and take notes to use in your argument.</li> <li>• Study and complete Writing Conventions: Parallel and Modifiers</li> <li>• BEGIN YOUR ARGUMENT ESSAY! See argument assignment for details.</li> </ul>
Aug 5-7 9-12:00 pm Room 412	<ul style="list-style-type: none"> <li>• AP Lang help – come for one or come for all sessions. This time is designed to help you with your argument paper and writing skills.</li> </ul>
By Friday, Aug 9	<ul style="list-style-type: none"> <li>• Complete your chapter notes for Just Mercy</li> <li>• Complete your argument source and outline documents</li> </ul>
By Friday, Aug 16	<ul style="list-style-type: none"> <li>• Complete the argument rough draft form</li> </ul>
By Friday, Aug 23	<ul style="list-style-type: none"> <li>• SUBMIT YOUR ARGUMENT PAPER THROUGH GOOGLE CLASSROOM (100 pts)</li> </ul>
1 <sup>st</sup> day of class	<ul style="list-style-type: none"> <li>• 19 Chapter notes for Just Mercy (100 points)</li> </ul>
2 <sup>nd</sup> week of school	<ul style="list-style-type: none"> <li>• Major exam on Writing Conventions packet</li> </ul>

## Rhetorical Analysis Graphic Organizer for Articles

**Make a copy of this for each of the five articles**

Reading critically means more than just being moved, affected, informed, influenced, and persuaded by a piece of writing. Reading critically also means analyzing and understanding how the work has achieved its effect. Please complete a graphic organizer for each of the required non-fiction articles.

**Article/essay title:**

**Author name:**

**Publication name: (Where the essay, article was published: ex: New York Times, Washington Post, book title, etc. )**

<b>What the Writer SAYS</b>	<b>What the Writer DOES</b>
What is the issue or problem the author attempts to deal with?	Why does the author choose to address this problem? This is the author's purpose.
Who is the author's intended audience? How do you know? What in the text is making you think this is the intended audience?	How does the author try to reach his/her audience? Emotion? Logic? The author's own credibility? Provide 2 examples from the text:

What is the writer's tone? Is it formal? Informal? Technical? Jargon? Slang? Are certain words repeated? Is the language emotionally charged? Provide specific examples. Pay attention to underlined words.

Why does the author use this type of tone? What impact on the audience does it have?

What type of appeals does the writer use? Ethos? Logos? Pathos? List evidence here.

Why would the writer choose to use these appeals? Which appeal is the most effective in proving the author's claim?

Did the author present a compelling argument? Why or why not?

# Article 1: **New York Times Op-Ed** **Too Long Ignored**

By **BOB HERBERT**

AUG. 20, 2010

A tragic crisis of enormous magnitude is facing black boys and men in America.

Parental neglect, racial discrimination and an orgy of self-destructive behavior have left an extraordinary portion of the black male population in an ever-deepening pit of social and economic degradation.

The Schott Foundation for Public Education tells us in a new report that the on-time high school graduation rate for black males in 2008 was an abysmal 47 percent, and even worse in several major urban areas — for example, 28 percent in New York City.

The astronomical jobless rates for black men in inner-city neighborhoods are both mind-boggling and heartbreaking. There are many areas where virtually no one has a legitimate job.

More than 70 percent of black children are born to unwed mothers. And I've been hearing more and more lately from community leaders in poor areas that moms are absent for one reason or another and the children are being raised by a grandparent or some other relative — or they end up in foster care.

That the black community has not been mobilized en masse to turn this crisis around is a screaming shame. Black men, according to the Bureau of Justice Statistics, have nearly a one-third chance of being incarcerated at some point in their lives. By the time they hit their mid-30s, a solid majority of black men without a high school diploma have spent time in prison.

Homicide is the leading cause of death for young black men, with the murderous wounds in most cases inflicted by other young black men.

This is a cancer that has been allowed to metastasize for decades. Not only is it not being treated, most people don't even want to talk about it. In virtually every facet of life in the United States, black people — and especially black boys and men — are coming up short. White families are typically five times as wealthy as black families. More than a third of all black children are growing up in poverty. In Ohio, according to the National Center for Children in Poverty, the percentage is more than half.

There are myriad reasons for this awful state of affairs. As with so many other problems in American society, a lack of gainful employment has been a huge contributor to the problems faced by blacks. Chronic unemployment is hardly a plus-factor for marriage and family stability. And the absence of strong family units with mature parental guidance is at the very root of the chaotic environment that so many black youngsters grow up in.

The abominable incarceration rates among blacks are the result of two overwhelming factors: the persistence of criminal behavior by a significant percentage of the black population, and a criminal justice system that in many respects is racially discriminatory and out of control. Both of these factors need to be engaged head-on, and both will require a staggeringly heavy lift.

Education in the broadest sense is the key to stopping this socioeconomic slide that is taking such a horrific toll in the black community. People have to understand what is happening to them before they



can really do much about it. Young blacks who have taken a wrong road, or are at risk of taking a wrong road, have to be shown a feasible legitimate alternative.

The aspect of this crisis that is probably the most important and simultaneously the most difficult to recognize is that the heroic efforts needed to alleviate it will not come from the government or the wider American society. This is a job that will require a campaign on the scale of the civil rights movement, and it will have to be initiated by the black community.

Whether this is fair or not is irrelevant. There is very little sentiment in the wider population for tackling the extensive problems faced by poor and poorly educated black Americans. What is needed is a dramatic mobilization of the black community to demand justice on a wide front — think employment, education and the criminal justice system — while establishing a new set of norms, higher standards, for struggling blacks to live by.

For many, this is a fight for survival. And it is an awesomely difficult fight. But the alternative is to continue the terrible devastation that has befallen so many families and communities: the premature and often violent deaths, the inadequate preparation for an increasingly competitive workplace, the widespread failure to exercise one's intellectual capacity, the insecurity that becomes ingrained from being so long at the bottom of the heap.

Terrible injustices have been visited on black people in the United States, but there is never a good reason to collaborate in one's own destruction. Blacks in America have a long and proud history of overcoming hardship and injustice. It's time to do it again.

## Article 2: The Washington Post

### Why we must rethink solitary confinement

By **Barack Obama, President of the United States**

January 25, 2016

In 2010, a 16-year-old named [Kalief Browder](#) from the Bronx was accused of stealing a backpack. He was sent to Rikers Island to await trial, where he reportedly endured unspeakable violence at the hands of inmates and guards — and spent nearly two years in solitary confinement.

In 2013, Kalief was released, having never stood trial. He completed a successful semester at Bronx Community College. But life was a constant struggle to recover from the trauma of being locked up alone for 23 hours a day. One Saturday, he committed suicide at home. He was just 22 years old.

Solitary confinement gained popularity in the United States in the early 1800s, and the rationale for its use has varied over time. Today, it's increasingly overused on people such as Kalief, with heartbreaking results — which is why my administration is taking steps to address this problem.

There are [as many as 100,000 people held in solitary confinement](#) in U.S. prisons — including juveniles and people with mental illnesses. As many as 25,000 inmates are serving months, even years of their sentences alone in a tiny cell, with almost no human contact.

Research suggests that solitary confinement has the potential to lead to devastating, lasting psychological consequences. It has been linked to depression, alienation, withdrawal, a reduced ability to interact with others and the potential for violent behavior. Some studies indicate that it can worsen existing mental illnesses and even trigger new ones. Prisoners in solitary are more likely to commit suicide, especially juveniles and people with mental illnesses.

The United States is a nation of second chances, but the experience of solitary confinement too often undercuts that second chance. Those who do make it out often have trouble holding down jobs, reuniting with family and becoming productive members of society. Imagine having served your time and then being unable to hand change over to a customer or look your wife in the eye or hug your children.

As president, my most important job is to keep the American people safe. And since I took office, overall [crime rates have decreased](#) by more than 15 percent. In our criminal justice system, the punishment should fit the crime — and those who have served their time should leave prison ready to become productive members of society. How can we subject prisoners to unnecessary solitary confinement, knowing its effects, and then expect them to return to our communities as whole people? It doesn't make us safer. It's an affront to our common humanity.

That's why [last summer](#), I directed Attorney General Loretta E. Lynch and the Justice Department to review the overuse of solitary confinement across U.S. prisons. They found that there are circumstances

when solitary is a necessary tool, such as when certain prisoners must be isolated for their own protection or in order to protect staff and other inmates. In those cases, the practice should be limited, applied with constraints and used only as a measure of last resort. They have identified common-sense principles that should guide the use of solitary confinement in our criminal justice system.

The Justice Department has completed its review, and I am adopting its recommendations to reform the federal prison system. These include banning solitary confinement for juveniles and as a response to low-level infractions, expanding treatment for the mentally ill and increasing the amount of time inmates in solitary can spend outside of their cells. These steps will affect some 10,000 federal prisoners held in solitary confinement — and hopefully serve as a model for state and local corrections systems. And I will direct all relevant federal agencies to review these principles and report back to me with a plan to address their use of solitary confinement.

States that have led the way are already seeing positive results. Colorado cut the number of people in solitary confinement, and assaults against staff are the lowest they've been since 2006. New Mexico implemented reforms and has seen a drop in solitary confinement, with more prisoners engaging in promising rehabilitation programs. And since 2012, federal prisons have cut the use of solitary confinement by 25 percent and significantly reduced assaults on staff.

Reforming solitary confinement is just one part of a broader bipartisan push for criminal justice reform. Every year, we spend \$80 billion to keep 2.2 million people incarcerated. Many criminals belong behind bars. But too many others, especially nonviolent drug offenders, are serving unnecessarily long sentences. That's why members of Congress in both parties are pushing for change, from reforming sentencing laws to expanding reentry programs to give those who have paid their debt to society the tools they need to become productive members of their communities. And I hope they will send me legislation as soon as possible that makes our criminal justice system smarter, fairer, less expensive and more effective.

In America, we believe in redemption. We believe, in the words of Pope Francis, that "every human person is endowed with an inalienable dignity, and society can only benefit from the rehabilitation of those convicted of crimes." We believe that when people make mistakes, they deserve the opportunity to remake their lives. And if we can give them the hope of a better future, and a way to get back on their feet, then we will leave our children with a country that is safer, stronger and worthy of our highest ideals.

# Article 3: NH Union Leader

## Death penalty repeal passes NH Senate with veto-proof majority

By DAVE SOLOMON New Hampshire Union Leader

Apr 11, 2019

**CONCORD** — A bill to repeal the death penalty in New Hampshire cleared the state Senate with a veto-proof, 17-6, two-thirds margin Thursday, setting the stage for the end of capital punishment in a state that hasn't executed anyone since 1939.

The House passed the repeal measure, HB 455, on March 3, also by a veto-proof vote of 279-88. Twelve Senate Democrats voted for the repeal bill along with Republicans John Reagan of Deerfield, Harold French of Franklin, Bob Giuda of Warren, David Starr of Franconia and Ruth Ward of Stoddard. Sen. Kevin Cavanaugh of Manchester was the only Democrat to vote against repeal. Democratic Sen. Lou D'Allesandro, also of Manchester, has voted against repeal in the past but was not present for Thursday's vote.

Gov. Chris Sununu has promised to veto the bill, but votes in the House and Senate signal he most likely will be powerless to stop the repeal from taking effect unless two senators change their minds for the override vote.

Now that the bill has cleared both chambers it need only be signed by the House Speaker, Senate President and Secretary of State before landing on Sununu's desk, at which point he has five business days to veto, sign, or let the bill become law without a signature.

A vote to override Sununu's anticipated veto could take place later this month or next. The bill revokes the existing capital punishment statute and replaces it with a penalty of life in prison without the possibility of parole for murder of a police officer or other capital offenses.

### **On death row**

New Hampshire currently has one person on death row — Michael Addison — who was sentenced to death for the 2006 killing of Manchester police officer Michael Briggs.

Opponents of death penalty repeal argued that Addison will never be executed if capital punishment is repealed, while supporters of the repeal said the law would not be applied retroactively.

Addison's fate has become a central issue in the death penalty debate, with Sen. Sharon Carson, R-Hudson, arguing the question would not have come up otherwise.

“We have set such a high bar for the implementation of the death penalty that it has not been used in nearly 100 years,” she said.

“So why is it so imperative now that we get rid of it? I will argue it’s because we have one individual on death row ... one individual who met the requirements that have been put into place by former legislators. He committed a heinous crime against a police officer.”

Supporters of the repeal made little mention of Briggs, whose wife Laura testified against repeal before the Senate Judiciary Committee. Instead they focused on the broader reasons for their opposition to the death penalty.

“State-sanctioned killing is cruel, ineffective and inherently flawed,” said Sen. Martha Hennessey, D-Hanover. “In committee we heard tragic, heart-wrenching testimony from those whose loved ones were murdered. Many testified that state killings do nothing to honor the lives of their loved ones.” The state currently has no means to carry out an execution.

“The day this becomes law, Mr. Addison’s sentence will be converted to life in prison,” said Carson, visibly shaken by the anticipated outcome of the vote.

“He will go to the U.S. District Court and argue equal protection and his sentence will be converted to life in prison. Please talk to Mrs. Briggs about that. She will not be able to speak to her husband again, whereas Mr. Addison will be able to talk to his family, have them come up to visit him.”

### **A long history**

If the repeal bill becomes law, New Hampshire will be the 21st state to ban capital punishment. State Rep. Renny Cushing, D-Hampton, whose father was murdered in 1988, has been fighting to end the death penalty for decades. His brother-in-law was also murdered in Tennessee in 2011.

“It looks like we may finally be ready to move beyond the death penalty,” he said after Thursday’s vote. “It was 21 years ago last month that Sen. Cliff Below and I brought forth the first death penalty repeal bill in a generation. We lost in the House 195-155.”

A Death Penalty Study Commission in 2010 voted by a narrow majority to retain but not expand the death penalty.

In 2014, the House voted to repeal, but the Senate deadlocked 12-12. In 2016, the repeal bill originated in the Senate, and lost there in another 12-12 vote. In 2018, a death penalty repeal bill passed both House and Senate, but was successfully vetoed by Gov. Chris Sununu.

## ARTICLE 4: THE NEW YORKER [News Desk](#)

### The Fight for Voting Rights in Florida Isn't Over

By [Daniel A. Gross](#)

May 10, 2019

*Six months ago, Amendment 4 restored the voting rights of Floridians with felony convictions. Now a new Senate bill presents more hurdles for those individuals to vote.*

Six months ago, after a ballot measure called Amendment 4 restored the voting rights of Florida citizens with felony convictions, Steve Phalen went online, registered to vote, and got a registration card in the mail. “I had a smile on my face when I got that,” he told me recently. Phalen and I had first spoken in November, [shortly before the amendment passed](#), with sixty-four per cent of the vote. For nearly a hundred and fifty years, Florida enforced one of the most restrictive voting laws in the country, banning anyone who’d been convicted of a felony from ever participating in elections. Amendment 4 allowed citizens to regain the franchise after serving “all terms of their sentence including parole or probation,” restoring the voting rights of more than a million people. It excluded citizens convicted of murder and sexual offenses. Phalen, who is in his mid-thirties, pleaded guilty, in 2005, to setting fire to a bar while under the influence of alcohol and antidepressants. (He committed the crime in Wisconsin, but, when he moved to Florida, several years ago, he became subject to its voting laws.) He was ordered to pay [restitution](#), serve a year of house arrest, and complete twelve years of probation, which concluded in 2017.

Recently, Phalen learned that Republicans in the Florida legislature had proposed a new law, Senate Bill 7066, which would require people with felony convictions to pay all fees, fines, and restitution before they can vote. Phalen has paid about ninety thousand dollars in restitution and insurance expenses, he told me, but still owes more than a hundred thousand dollars in civil liens. On April 30th, as the passage of the bill began to seem assured, he texted his wife, “Guess who is no longer eligible to vote in this backward ass state.” The Florida legislature passed the bill on May 3rd. On Tuesday, Florida’s Republican governor, Ron DeSantis, declared his intention to sign it into law.

Hundreds of thousands of people whose voting rights were restored by Amendment 4 are likely to be in the same situation as Phalen. In the mid-two-thousands, the Florida Department of Corrections estimated that twenty per cent of the people under its supervision, and forty per cent of applicants for case-by-case voting-rights restoration, still owed restitution. Florida, like the U.S. as a whole, incarcerates racial minorities at significantly higher rates than whites, and Democrats have [denounced](#) S.B. 7066 as a partisan effort to reduce voter turnout in a swing state. Andrew Gillum, who narrowly lost the Florida gubernatorial election to DeSantis, characterized it as a “poll tax” that [disenfranchises](#) citizens of color. (Representative Alexandria Ocasio-Cortez, of New York, made the same argument on Twitter.) The Florida congressman Charlie Crist, who worked to restore voting rights while he was the Republican governor of Florida, and is now a Democrat, issued a statement: “The people of Florida voted

to support second chances, and the Florida legislature should have respected that. Governor DeSantis should veto this bill, and if not, the courts should find it unconstitutional.”

Barbara Richards is the founder of a reentry nonprofit called Project 180, which provides educational services in Florida jails and prisons, and which has surveyed several hundreds of incarcerated people about fees, fines, and restitution. The majority of respondents owed money, Richards told me, and many owed thousands of dollars. In 2010, the Brennan Center for Justice noted that, since 1996, Florida had “added more than 20 new categories of [financial obligations for criminal defendants](#) and, at the same time, eliminated most exemptions for those who cannot pay.” Richards said, “Some people’s voices will never be heard, because their fees are so high. They’re overwhelming.” Like Crist, she believes that S.B. 7066 deliberately flouts the results of November’s vote. “How dare the Legislature subvert the will of the people, who made it very clear what they want,” she said. “The message is, your voice doesn’t matter.”

When DeSantis announced his plan to sign the bill, during an event at the University of Miami, he argued that it was not, in fact, in conflict with Amendment 4. The text of the amendment, he noted, requires citizens to complete “all terms of their sentence” before voting. “You can be sentenced with a fine,” DeSantis said. “That’s what the constitutional provision said. I think the Legislature just implemented that as it’s written.” (When I sent questions to the governor’s office, a member of his staff directed me to a video of the event on Facebook.) S.B. 7066, according to this interpretation, resolves an argument that Republicans have been making since December, when the outgoing Secretary of State, under the administration of Governor Rick Scott, claimed that there was “confusion” in the text of Amendment 4.

Advocates for voting rights generally find this argument [specious](#). But there are supporters of the movement for voting-rights restoration who believe that Amendment 4 left the door open for such pushback by not going far enough. Paul Wright founded the monthly *Prison Legal News*, in 1990, while he was incarcerated in Washington. He believes that Amendment 4 campaigners, particularly the American Civil Liberties Union of Florida, were themselves responsible for S.B. 7066. He pointed to an exchange, from 2017, between a justice on the Florida Supreme Court and Jon Mills, a prominent attorney and former Democratic lawmaker who advocated for Amendment 4. The court, which was charged with reviewing the ballot measure, asked Mills about fees and fines, and Mills said that citizens would need to [resolve those debts](#) before they could vote. “Not only were fines and fees discussed, they were part of the plan,” Wright wrote, in an e-mail.

Kirk Bailey, the political director at the A.C.L.U. of Florida, disputed this. He said that Mills’s remarks were about only [one category of fees and fines](#), which must be paid before a person can complete their parole, and not others, [such as civil liens](#). As for the language of Amendment 4, Bailey said that the way it was formulated “seemed to be consistent with how Florida approaches criminal-justice issues, and it was part of feedback we were getting at the time.” Desmond Meade, the president of the Florida Rights Restoration Coalition, also defended the text of Amendment 4, saying that a word limit made it impossible to define every provision. (The summary description of an amendment cannot exceed seventy-five words.) When I asked him about S.B. 7066, he emphasized that most of Amendment 4 remains intact. “It’s not ideal,” he admitted, speaking of the new law. “However, we are a little

encouraged, because we were able to work with Republican and Democratic legislators to at least try to improve the bill.” Meade said that his coalition fought successfully to grant judges the power to excuse debts or to convert them into community-service hours.

Many Floridians, including Phalen, didn’t think of fines, fees, and restitution when they decided to support Amendment 4. Kim Lawrance, a self-described independent voter, and the mother of a teenager who is incarcerated for robbing another teen’s home, told me, “We thought that they would be able to vote, that it would just be that easy.” Her daughter will become eligible to cast her first ballot when she is thirty-five, after ten years in prison, ten years of probation, plus payments of six hundred dollars in restitution, a thousand dollars in fees and fines, and several thousand dollars to cover the costs, per Florida law, of her own probation.

In the meantime, after DeSantis signs S.B. 7066, there will almost certainly be a court fight. “Our view is it definitely does conflict with Amendment 4, and it is ripe for some challenges,” Bailey told me.

Wright, who now lives in Florida, had his voting rights restored in Washington State, with help from the A.C.L.U. of Washington. But Amendment 4, he pointed out, did nothing for people who were in his situation: his prison sentence was for murder, and so he is among those whom the legislation was designed to exclude. The amendment was always too narrow, in his view: in addition to excluding those convicted of murder and sexual offenses, it left out those who are on parole or probation, and the currently incarcerated. “They could just as easily have written Amendment 4 to include all people over the age of eighteen, all people not in custody,” he wrote to me. “They could not imagine a universe where everyone gets to vote.”

- *Daniel A. Gross is a writer and radio producer in New York.*



# ARTICLE 5: Associated Press

## US condemns ‘broken’ Alabama prison system

By KIM CHANDLER and ERIC TUCKER

April 3, 2019

MONTGOMERY, Ala. (AP) — Alabama has the nation’s deadliest prisons, where violence is “too common, cruel, of an unusual nature, and pervasive” the Department of Justice found Wednesday in a scathing report that said male inmates are housed in unconstitutional conditions.

During a single week in Alabama’s prison system, one inmate bled to death after being stabbed repeatedly as two others stood guard at a dormitory’s doors. Another stabbed inmate had to be evacuated by helicopter. A prisoner in a dorm reserved for those with good behavior was attacked with a sock filled with metal locks.

The Justice Department said inmates endure an “extraordinarily high rate of violence at the hands of other prisoners,” with the number of inmate-on-inmate attacks spiking dramatically in the last five and a half years. The department gave Alabama 49 days to begin to correct the violations or possibly face a federal lawsuit.

“Our investigation found reasonable cause to believe that Alabama fails to provide constitutionally adequate conditions and that prisoners experience serious harm, including deadly harm, as a result,” Assistant Attorney General Eric Dreiband, who leads the department’s civil rights division, said in a statement.

The report lays out in unsparing detail a culture of violence across the state’s 13 prisons for men, which house roughly 16,000 inmates in dangerously understaffed prisons that are also among the nation’s most overcrowded. It chronicles inmate rapes, beatings and fatal stabbings at the hands of fellow prisoners and decries a management system that undercounts homicides and fails to protect prisoners even when warned of a problem.

In February 2018, one prisoner was killed the day after telling prison officials he’d been threatened in a dispute over a cellphone. In another prison that same month, an inmate who’d been repeatedly disciplined for knife possession fatally stabbed another prisoner in a fight.

Rapes happen day and night in all corners of the prisons — dormitories, cells, showers and recreation areas — and are “too often undetected or prevented” by prison staff, according to the report. Investigators reviewed more than 600 reported inmate-on-inmate sexual assaults from late 2016 through April 2018, the report said, and “did not identify a single incident in which a correctional officer or other staff member observed or intervened” to stop it.

The prison system documented 24 prisoner homicides between January 2015 and June 2018, but the Justice Department said that high number was an undercount: It identified three more, and said the state sometimes classifies violent deaths as arising from natural causes.

Alabama Gov. Kay Ivey said in a statement that the federal investigation identified some of the same issues the state has been trying to address, including the need to hire additional officers to combat high rates of violence.

“Over the coming months, my Administration will be working closely with DOJ to ensure that our mutual concerns are addressed and that we remain steadfast in our commitment to public safety, making certain that this Alabama problem has an Alabama solution,” Ivey said.

The Southern Poverty Law Center shared with The Associated Press photos from someone inside an Alabama prison that showed inmates stabbed and bloody or dead in their cells. In one photo, a knife sticks out of a man’s back. Other images show what appears to be the aftermath of fires set by inmates and knives confiscated by officers.

The Justice Department report said the assaults and a homicide during a single week in September 2017 are “a window into a broken system that too often disregards prisoners’ safety.”

In one incident that week in a unit nicknamed the “Hot Bay” for housing inmates with disciplinary infractions, an inmate bled to death after being stabbed while two prisoners stood guard at the dormitory door. The inmate screamed for help as prisoners banged on the door to try to get the attention of officers.

“One Hot Bay resident told us that he could still hear the prisoner’s screams in his sleep,” the report stated.

The findings are the latest blow to the state’s troubled prison system. The Justice Department in 2015 ordered changes at the state’s only prison for women. A federal judge in 2017 ruled that the state has provided “horrendously inadequate” care to mentally ill inmates and ordered changes. The same judge this week is weighing whether to order the state to take immediate action after 15 inmate suicides in 15 months.

“The Justice Department hopes to work with Alabama to resolve the Department’s concerns,” Dreiband wrote. The letter included dozens of recommendations, among them the immediate hiring of 500 new corrections officer and eventual addition of up to 1,500 more.

This year, the prison system requested legislative funding to hire 500 additional corrections officers.

Ivey said she appreciates the “open lines of communication,” and said the state has already been trying to address problems, citing her proposal to build three new large regional prisons for men and the state’s work to hire additional officers.

That statement of cooperation is undercut by notations in the letter that showed the state and federal government disagreed on turning over some documents. The department says it still can't determine whether Alabama's prisons are protecting prisoners from excessive force and sexual abuse from staff, because its petition to enforce its subpoena for relevant documents remains pending in court.

This investigation opened in 2016 at the end of the Obama administration, which launched wide-ranging probes of troubled police departments and corrections systems. Some led to agreements to make changes under federal oversight. The Trump administration has been more hands-off, and former Attorney General Jeff Sessions, a longtime Alabama senator, limited the use of such consent decrees before he left office.

"I don't think there is any dispute that the conditions in Alabama prisons are desperate. They are the worst I've seen in 35 years. There is an immediate need for reform," attorney Bryan Stevenson said. His Equal Justice Initiative asked the Justice Department to investigate the men's prisons after the department intervened in Alabama's only prison for women.

Stevenson said state officials have been talking about prison issues for some time, but he said doesn't think they've shown enough urgency in addressing the violence and corruption.

"People are being murdered on a regular basis," Stevenson said.

Alabama also has been trying to address crowding through sentencing reform, but the threat of a federal lawsuit will force the state to address other issues such as sexual assaults said Republican state Sen. Cam Ward, who chairs a legislative prison oversight committee.

"We don't have much of a choice. Something has got to happen," Ward said.

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## CHAPTER NOTES ASSIGNMENT for *JUST MERCY*

### DIRECTIONS:

1. Make a copy of this for each chapter, or you can handwrite your notes.
2. It is imperative you read carefully and closely, recording your thoughts on the following for each chapter. You don't have to write in complete sentences – keep comments thoughtful, but brief. Your notes for all 19 chapters (Intro through Postscript) will be collected on the first day of class. If you have typed your notes, **you will simply share your google doc (with all 19 chapters) with me by end of our first class.**

Chapter # Chapter Title	
Author's purpose (point of chapter)	
Central issue/problem presented	
Important quote(s) & pg. #	

Author's techniques/style (you could comment on language used, how the author supports his claims – does he do this through narration, examples, cause & effect, logic, emotion, author credibility?)

Impact of chapter on the reader?

Comment on how the chapter title reflects the purpose or theme of the chapter

## **ASSIGNMENT: THE CENTRAL PARK FIVE documentary by Ken Burns: Watch and take notes**

**Notes will NOT be collected, but you will need these to use in your argument paper.**

**Background:** <https://www.pbs.org/kenburns/the-central-park-five/about>

*The Central Park Five*, a film from award-winning filmmaker Ken Burns, tells the story of the five black and Latino teenagers from Harlem who were wrongly convicted of raping a white woman in New York City's Central Park in 1989. The film chronicles The Central Park Jogger case, for the first time from the perspective of these five teenagers whose lives were upended by this miscarriage of justice.

Set against the backdrop of a city beset by violence and facing deepening rifts between races and classes, *The Central Park Five* intertwines the stories of these five young men, the victim, police officers and prosecutors, and Matias Reyes, unraveling the forces behind the wrongful convictions. The film illuminates how law enforcement, social institutions, and media undermined the very rights of the individuals they were designed to safeguard and protect.

"This tragedy reminds us how much we struggle to come to terms with America's original sin, which is race," said Ken Burns. "One only need to look at the history books to understand that, unfortunately, the Central Park Five are not unique in American history."

"This case is a lens through which we can understand the on-going fault-line of race in America," said Sarah Burns, who also wrote *The Central Park Five: A Chronicle of a City Wilding*, (Knopf, 2011). "These young men were convicted long before the trial, by a city blinded by fear and, equally, frightened by race. They were convicted because it was all too easy for people to see them as violent criminals simply because of the color of their skin."

"Ultimately The Central Park Five is about human dignity," said David McMahon. "It is about five young men who lose their youth but maintain their dignity in the face of a horrific and unimaginable situation."

### **Analysis Question:**

**What does the Central Park Five case say about our justice system? In other words, is America's system of justice "just" (unbiased)?**

### **Keep this in mind as you view the film**

#### **Viewing Directions:**

1. The documentary is available on Amazon Prime video if you have an account. If you do not have access to Amazon prime, find a classmate or friend who does and plan your own viewing party. Alternatively, you may come to school on **Mon. Aug 5 at 9:00** and view the film in Mrs. Deyermond's classroom – **room 412**. Please let Mrs. D. know in advance if you will be attending.
2. **BEFORE YOU VIEW:** Read and think about the analysis question:
3. **AS YOU VIEW:** Take notes on the "Questions to Consider" below. These notes will give you specific examples and evidence to use in your argument paper.

#### **Questions to Consider**

1. How do you explain what happened to the Central Park boys?

2. Is one group more responsible for what happened to them? The police? The boys' attorneys? The media? The public? Are all equally responsible?

3. The Central Park Five case happened in the late 1980s – the same timeframe in which Bryan Stevenson of *Just Mercy* is dealing with an obvious unjust “justice” system in the south. Do you see any commonalities?

Review the following terms used by the media in reporting about the case:

- Characterizing the suspects: “Wilding,” “Rampaging in Wolf Packs,” “Wolf Pack’s Prey”
- Characterizing the victim: “Lived a Dream Life,” “Golden Girl,” “Female Jogger near Death after Savage Attack by Roving Gang”
- Characterizing the crime: “Central Park Horror,” “Nightmare in Central Park,” “Wolf Pack Ignored Her Cries, Called It Fun”

4. Why do you think the media chose to use these terms? What kinds of conclusions does the public draw from such terms?

The decision in *Miranda v. Arizona* (1966) states that “The person in custody must, prior to interrogation, be clearly informed that he has the right to remain silent, and that anything he says will be used against him in court; he must be clearly informed that he has the right to consult with a lawyer and to have the lawyer with him during interrogation, and that, if he is indigent, a lawyer will be appointed to represent him.”

5. Do you think the Central Park Five were aware of and understood their rights? What rights and protections should people being interrogated have?

6. After hours of confrontational questioning, the boys began to break down. The police played them against each other, and suggested that if they cooperated they would be able to go home. Do you think these tactics were ethical on the part of the police? Why or why not? Does it matter that the boys facing such aggressive interrogation tactics were between the ages of 14 and 15? Do you feel they were interrogated fairly?

## **Argument Essay Instructions and Handouts**

**Directions:** Now that you have read the book *Just Mercy*, the non-fiction articles, and watched the film *The Central Park Five*, you have a much better idea of how our justice system works. Your job is to write a 4-5 page (could be longer) argument based on the following question:

### **Is America's system of justice "just" (unbiased)?**

This is an argument paper, which means this is your opinion backed by evidence. The evidence you use is from the book, the articles, and the documentary. These are your sources.

#### **Requirements:**

- 4-5 pages in length minimum
- Times New Roman 12, double spaced
- MLA formatted (see MLA document sample in Google Classroom for specific formatting requirements)
- Works Cited page properly formatted (See MLA document sample). This must be the last page of your argument and does NOT count as one of the required pages. All of the citations for all of the sources are on the following page. Only cite the sources you used in your argument. You may simply copy and paste my works cited into your own document and remove the sources you did not use.
- The handouts on the following pages are not required, but they can absolutely help to structure your thinking and writing. I HIGHLY RECOMMEND YOU USE THEM.

**ARGUMENT PAPER DUE THROUGH GOOGLE  
CLASSROOM**

**AUGUST 23 BY MIDNIGHT**



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-

**SOURCE NOTES FOR ARGUMENT PAPER**

**YOUR THESIS (Point, purpose of your paper? What are you trying to prove?)**

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<b>Circle POSITION of source</b>	<b>Source: (book, film, articles)</b>
FOR  AGAINST  NEUTRAL	Main idea of source:  _____  _____  List 2 Direct Quotes from source:  1.  2.
FOR  AGAINST  NEUTRAL	Main idea of source:  _____  _____  List 2 Direct Quotes from source:  1.  2.
FOR  AGAINST  NEUTRAL	Main idea of source:  _____  _____  List 2 Direct Quotes from source:  1.  2.

Circle POSITION of source	Source: (book, film, articles)
<p>FOR</p> <p>AGAINST</p> <p>NEUTRAL</p>	<p>Main idea of source:</p> <hr/> <hr/> <p>List 2 Direct Quotes from source:</p> <p>1.</p> <p>2.</p>
<p>FOR</p> <p>AGAINST</p> <p>NEUTRAL</p>	<p>Main idea of source:</p> <hr/> <hr/> <p>List 2 Direct Quotes from source:</p> <p>1.</p> <p>2.</p>
<p>FOR</p> <p>AGAINST</p> <p>NEUTRAL</p>	<p>Main idea of source:</p> <hr/> <hr/> <p>List 2 Direct Quotes from source:</p> <p>1.</p> <p>2.</p>

Circle POSITION of source	Source: (book, film, articles)
<p>FOR</p> <p>AGAINST</p> <p>NEUTRAL</p>	<p>Main idea of source:</p> <p>_____</p> <p>_____</p> <p>List 2 Direct Quotes from source:</p> <p>1.</p> <p>2.</p>
<p>FOR</p> <p>AGAINST</p> <p>NEUTRAL</p>	<p>Main idea of source:</p> <p>_____</p> <p>_____</p> <p>List 2 Direct Quotes from source:</p> <p>1.</p> <p>2.</p>
<p>FOR</p> <p>AGAINST</p> <p>NEUTRAL</p>	<p>Main idea of source:</p> <p>_____</p> <p>_____</p> <p>List 2 Direct Quotes from source:</p> <p>1.</p> <p>2.</p>

# Argument Essay Outline/ DRAFT

## **Formal Writing Tips:**

- NO "I" statements!! Avoid use of 1<sup>st</sup> person pronouns!
- Form a clear, complete and concise thesis statement
- Cite all evidence used and punctuate quotes correctly ( "...")
- Analysis of evidence should show depth of knowledge, it should NOT repeat what the evidence already states!

### I. Paragraph #1: **Introduction:**

A. Get the reader's attention by using a "hook." (Present the topic in general terms- ?, factual statement, quote)

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B. Background information of the *topic* is necessary.

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C. Thesis must clearly state *your position* and *2 supportive arguments* that show why you have that position.

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### II. Paragraph #2: **Body Paragraph #1-** first argument that **supports** your position presented in the thesis:

A. Topic sentence explaining your first argument/claim.

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B. Evidence from article that supports your topic sentence- direct quote or paraphrased information

(You MUST cite your source parenthetically OR →) According to \_\_\_\_\_, \_\_\_\_\_

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C. Elaboration/analysis that explains how the evidence supports your first argument/claim

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---

D. Evidence from article that supports your topic sentence- direct quote or paraphrased information

(You MUST cite your source parenthetically OR →) \_\_\_\_\_ states, \_\_\_\_\_

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E. Elaboration/analysis that explains how the evidence supports your first argument/claim

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F. Transition: Use transitional phrases to *introduce* your next argument/claim. (ex. *In addition, as well as, also*)

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III. Paragraph #3: **Body Paragraph #2**- second argument that **supports** your position presented in thesis

A. Topic sentence explaining your second argument/claim.

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B. Evidence from article that supports your topic sentence- direct quote or paraphrased information

(You MUST cite your source parenthetically OR →) According to \_\_\_\_\_, \_\_\_\_\_

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---

---

C. Elaboration/analysis that explains how the evidence supports your second argument/claim

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---

D. Evidence from article that supports your topic sentence- direct quote or paraphrased information

(You MUST cite your source parenthetically OR →) \_\_\_\_\_ states, \_\_\_\_\_

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E. Elaboration/analysis that explains how the evidence supports your second argument/claim

---

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F. Transition: Use transitional phrases to *introduce* your opposing views. (ex. *However, In contrast, Although*)

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IV. Paragraph #4: **Body Paragraph #3: Opposing Views** (State an opposing view that challenges your position, then have a counter argument to it. Evidence can be used for the opposing view, rebuttal, or both)

A. Opposing point(s) to your argument.

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---

B. Evidence and Elaboration to back up your opposing view

(You MUST cite your source parenthetically OR →) According to \_\_\_\_\_, \_\_\_\_\_

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---

C. Your rebuttal/counter-argument to the opposing view; re-emphasize your position on the topic.

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D. Evidence and Elaboration to back up your rebuttal

(You MUST cite your source parenthetically OR →) \_\_\_\_\_ states, \_\_\_\_\_

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E. Transition: Use transitional phrases to *conclude* the paragraph (*ex. Nevertheless, Above all, Yet*)

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V. Paragraph #5: **Conclusion:**

A. Restate thesis statement.

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B. Final statement/Big Idea. Personal comment or a call to action

C.

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## SUMMER WORK GRADING IN POWER SCHOOL

Summer work counts for 10% of your Q1 grade. You will have 4 separate grades listed for Summer Work. Grades are calculated based on completeness, depth of thinking, grammar and conventions. Do your best work! Remember, no late work is accepted! Hit those due dates.

### SUMMER WORK GRADES:

- 5 Non fiction articles (30 pts ea. x 5) – will be listed as 1 grade out of 150 pts
- Just Mercy Discussion Board Postings (20 pts ea x 5) – will be listed as 1 grade out of 100 pts.
- Argument Paper: Is our justice system “just”? (100 pts)
- Just Mercy Chapter Notes (19 x 5 pts. ea = **95 pts**) – 1 grade – bring to first class



## Writing Conventions Skills and Concepts

- I. **Subject-Verb Agreement**
- II. **Pronoun-Antecedent Agreement**
- III. **Punctuation**
  - A. Commas
  - B. Semicolons
  - C. Colons
  - D. Quotation Marks
  - E. Underlining/Italics
- IV. **Capitalization**
- V. **Adjectives**
- VI. **Parallel Structure**
- VII. **Modifier Placement**
- VIII. **Shift in Tense**
- IX. **Commonly Confused Words**



## Unit 1: Subject-Verb Agreement

### A. Identifying the Subject and Verb

**Subject:** The *subject* of a sentence is the *noun* (a person, place or thing) or *pronoun* (a word that can substitute for a noun) that is either doing something or being something.

**Examples of Nouns:**

*Motorcycle      Basketball      Coach      Love*

**Examples of Pronouns:**

*I      You      He      She      It      We      They*

**Verb:** A *verb* is a word that expresses *action* or *state of being*.

**Examples of action verbs:**

*go      run      fly      jump      sit      stand      sleep*

**Examples of being verbs:**

*am      is      are      was      were*

**Finding the Subject:** In order to identify the *subject* of a sentence, find the verb and ask, "Who is doing this action (or who is in this state of being)?" The answer is the subject.



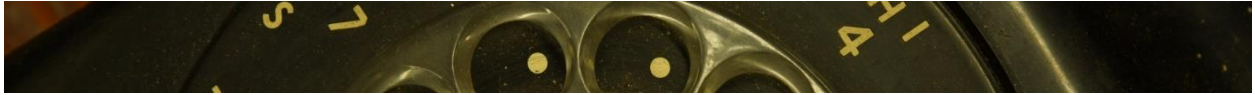
**Example:** *The girls ran down the street.*

What is the *verb* in this sentence? \_\_\_\_\_

What is the *subject*? (Who did the action?) \_\_\_\_\_

In this example, we have a *simple subject* because there is only *one noun* functioning as the subject of the sentence.

**VERB** **SUBJECT**  
**NOUN**



*On Your Own:* Underline the *simple subject* of each sentence:

1. Laurie followed her home yesterday.
2. The dog chased the cat.
3. The telephone is in the next room.
4. The picture is hanging on the wall.
5. The secretary was late for work this morning.
6. Danielle was given an extra piece of cake.

### **Compound Subject**

Sometimes the subject may consist of two or more nouns, joined by *and* or *or*. We call this a “compound” subject.

**Example:** Martha and Stanley met me at 1:00 p.m.

Who met me at 1:00 p.m.? The answer is Martha and Stanley.

The sentence has a *compound subject*.

*On Your Own:* Underline the *compound subject* in each sentence:

1. The man and his son stopped by the store on their way home.
2. Have your sister and brother ever attended this school?
3. Your coat and gloves are hanging in the closet.



## B. Rules for Subject-Verb Agreement

Subject-verb *agreement* means that if the *subject* is *singular* (one person, place or thing), the *verb* is *singular* as well; if the *subject* is *plural* (more than one person, place or thing), the *verb* is *plural*.

- I. If a sentence contains a compound subject (two or more *nouns* or *pronouns* joined by *and*), *the verb is plural*.

**Example:** *Cynthia and Jody are best friends.*

- II. If a compound subject contains two or more *singular* nouns or pronouns, connected by ***or* or *nor*, the verb is singular.**

**Example:** *Cynthia or Jody is going to the party.*

**On Your Own:** If the verb *agrees* with the subject, write *C* beside the sentence. If not, correct the sentence.

1. Either Cynthia or Fred are able to make the trip.
2. David and his brother is attending Lincoln High School.
3. Neither David nor his brother is attending Lincoln High School.



III. On the other hand, if a compound subject contains **both a singular and plural noun joined by or or nor, the verb agrees with the noun closest to the verb.**

**Example:** *Jody or her sisters are going to the party.*

plural

**Example:** *Either Jody's sisters or her cousin is going to the party.*

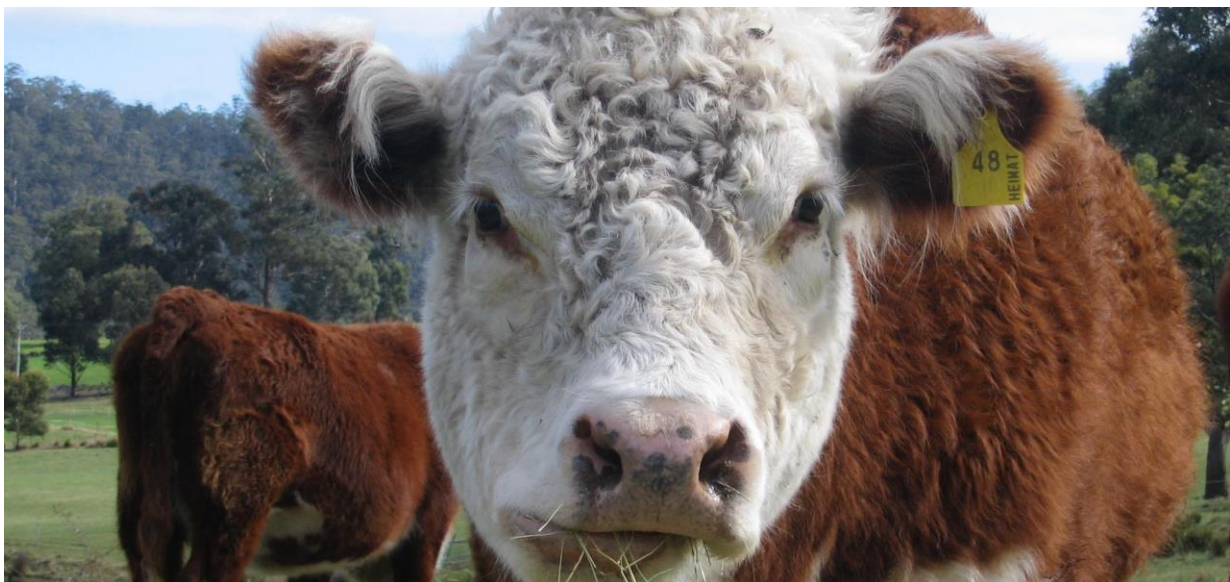
singular

**Example:** *Neither Cynthia nor Jody is going to the party.*

singular

**On Your Own:** If the verb agrees with the subject, write *C* beside the sentence.  
If not, correct the sentence.

1. Neither the cows nor the horse are in the barn.
2. Either the horse or the cows are in the barn.
3. Neither the three daughters nor the one son have visited the Grand Canyon.
4. Neither the one son nor the three daughters have visited the Grand Canyon.



IV. When *either* and *neither* appear as the *subject* of the sentence, the *verb* is *singular*.

**Example:** *Either is fine with me.*

*Note:* *Either* stands for “*either one*.”

**Example:** *Neither is right.*

*Note:* *Neither* stands for “*neither one*.”

Now look at the next example:

**Example:** *Either of the two is fine with me.*

Notice that the verb is singular, even though the phrase “of the two” comes right before it. The subject of the sentence is “*either*” and the verb must agree in number with the subject.

**On Your Own:** Circle the correct verb.

1. Neither of them was / were in the room.
2. Neither of them has / have my number.
3. Either is / are a reasonable option.

EITHER  
SINGULAR  
NEITHER



V. The verb is always *singular* with the following words:

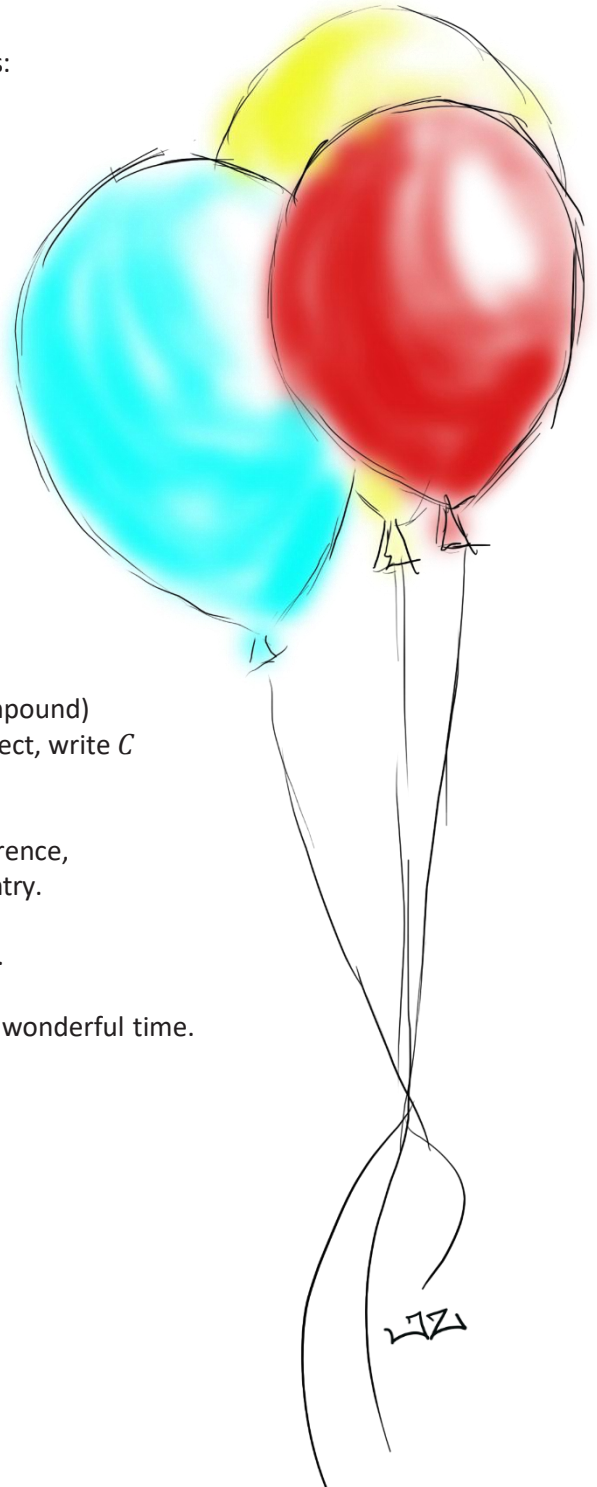
- Each
- Everyone
- Everybody
- Anybody
- Anyone
- Nobody
- Somebody
- Someone
- One
- No one

**Example:** *Everyone of them is invited to the party.*

**Example:** *Each one of us has a copy.*

**On Your Own:** Underline the subject (simple or compound) in each sentence. If the verb agrees with the subject, write *C* beside the sentence. If not, correct the sentence.

1. Anybody who has ever traveled to Rome, Florence, and Venice know that Italy is a beautiful country.
2. No one is allowed to play in the parking lot.
3. Everyone who comes to their parties have a wonderful time.







VI. The verb is always *plural* with the following words:

- All
- Both
- Few
- Many
- Several
- Some

**Example:** *All of the boys are invited to the party.*

**Example:** *Both of them are invited to the party.*

**Example:** *Few are invited to the party.*

**Example:** *Several of them are invited to the party.*

**On Your Own:** Underline the subject (simple or compound) in each sentence.

If the verb agrees with the subject, write *C* beside the sentence.

If not, correct the sentence.

1. Several of you has known me for quite some time.
2. Some of the teachers have been at the school for over 25 years.





VII. The verb agrees with the subject of the sentence, *regardless of what comes between the subject and the verb.*

**Example:** *The teacher who has more than 34 students is in need of an assistant.*

Look at the sentence below. Underline the subject and explain why the verb is singular:

**Example:** *Only one of the four hundred candidates who applied was eligible for the job.*

**Explanation:** Verb is singular because the subject (one) is singular. The four hundred candidates is the object of the preposition (of), not the subject.

**On Your Own:** Underline the subject (simple or compound) in each sentence. If the verb agrees with the subject, write *C* beside the sentence. If not, correct the sentence.

1. The teacher, along with her students, is taking a trip to Yosemite next spring.
2. The math exam, which includes all six strands, are very challenging.
3. The teacher with the most students has been chosen to lead the next assembly.
4. One of you knows the correct answer but do not choose to share it.





**Practice:** Underline the subject (simple or compound) in each sentence. If the verb agrees with the subject, write *C* beside the sentence. If not, correct the sentence.

1. The gift from my mother, father, and grandparents were very much appreciated.
2. At the very bottom of the hills stand an old fortress.
3. In the box, there is a marble, a doll, and a toy whistle.
4. A compass or a flashlight are essential when hiking in the woods.
5. Neither the first book nor the second one was very good.
6. My mother, along with her friend Daisy, are coming to my party.





## Unit II: Pronoun-Antecedent Agreement

A *pronoun* is a word that substitutes for a noun that came previously in the sentence. This noun is called the *antecedent*. Just as subjects and verbs must agree, *pronouns* must agree with their *antecedents*.

### Rules for Pronoun-Antecedent Agreement

- I. The pronoun must agree in *number*.
  - a. If the antecedent is singular, the pronoun must be singular:

**Example:** *I have used this cleaning service. It is very reliable.*

The pronoun “*it*” (in the second sentence) refers back to the noun “*service*”; since *service* is *singular*, so too is the pronoun *it*.

- b. If the antecedent is plural, the pronoun must be plural.

**Example:** *Yesterday, I saw Sue and Steve. They are planning a trip to Jamaica.*

The pronoun “**they**” refers back to “**Sue and Steve.**” Therefore the pronoun is **plural**.

**On Your Own:** Fill in the second part of the sentence with the correct pronoun. Be sure that it agrees in number.

1. Dave is attending UC Davis. \_\_\_\_\_ is majoring in Biology.
2. Karen and I have known one another for 10 years; \_\_\_\_\_ are best friends.
3. Rachel and Dave got engaged; \_\_\_\_\_ plan to marry in June.





II. A pronoun can be the **subject** or **object** of a sentence.

How do you know if a noun is serving as the subject or object of a sentence?

Think about it this way:

The **subject** is the one who *does the doing*.

The **object** is the one **to whom the doing is done**.

**Example:** *I like him.*

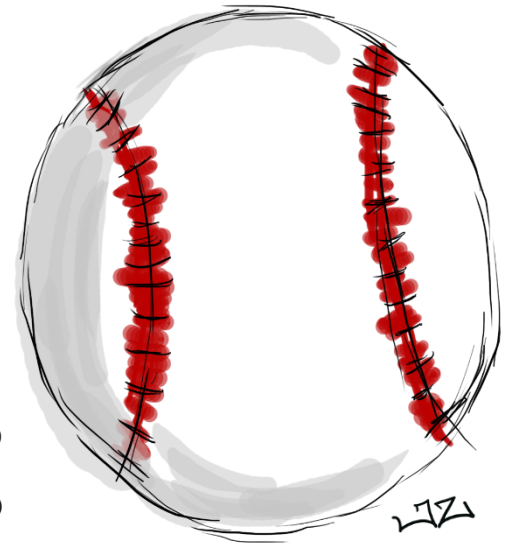
Who likes him? \_\_\_\_\_ (*This is the subject.*)

Who is liked? \_\_\_\_\_ (*This is the object.*)

**Example:** *Jason threw the ball.*

Who threw the ball? \_\_\_\_\_ (*This is the subject.*)

What did Jason throw? \_\_\_\_\_ (*This is the object.*)



Pronouns as Subjects		Pronouns as Objects	
I	I went to the game.	Me	She took me to the game.
You	You did a great job!	You	I want to thank you.
He	He is always late.	Him	I saw him yesterday.
She	She is eighteen years old.	Her	I asked her to finish.
It	It is a difficult decision.	It	I put it on the table.
We	We are starting college.	Us	She hugged us both.
You	You are all invited.	You	I am inviting you all.
They	They arrived yesterday.	Them	I heard them outside.



III. When pronouns are follow prepositions, they serve as objects because prepositions are always followed an *object*.

*Prepositions* are generally those *small words* showing the *relationship* between two or more nouns.

**Examples of Prepositions:** *to, from, near, on, in, with, for, through*

Sentence	Subject	Preposition	Object
I go to the store.	I	to	store
The book is from me.	book	from	me
The school is near her.	school	near	her
The phone is one the table.	phone	on	table
The pen is in the desk.	pen	in	desk
The checks are with him.	checks	with	him
The gift is from my husband and me.	gift	from	my husband and me

**On Your Own:** Underline all of the objects in each sentence below.  
(Note: There may be more than one object for each sentence.)

1. I received a letter from them.
2. Louise sent the book to us.
3. The bird flew through the window.
4. William lives near them.
5. He made the cake for you.
6. Please put it on the table.







IV. **Compound objects** do not change the rule.

Look at the sentence: “The gift is from my husband and **me**.”

Here, we have a compound object:

1<sup>st</sup> object: my husband

2<sup>nd</sup> object: me

People often make the error of writing “from my husband and I.”

One way to check is to cross out the words “my husband and”:

The gift is from ~~my husband and~~ \_\_\_\_.”

Would you write “from I” or “from me”?

*On Your Own:* Underline the preposition in each sentence and circle the correct pronoun(s).

1. They live near Jody and \_\_\_\_\_.
  - a. I
  - b. me
  
2. I gave the number to Marla and \_\_\_\_\_.
  - a. he
  - b. him

~~YOU AND ME~~  
**COMPOUND**

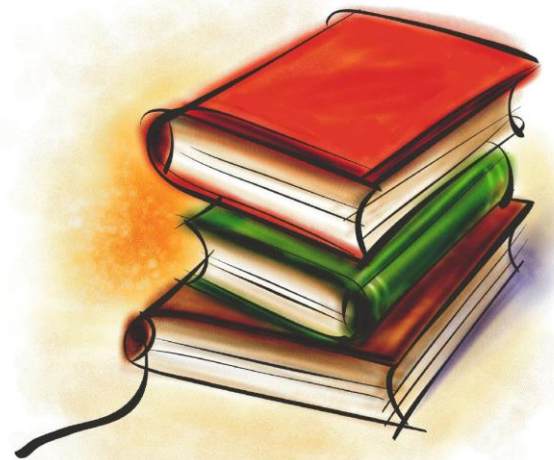


**Practice:** Circle the correct pronoun(s) for each sentence.

1. They invited he / him and I / me to the reception.
2. The book was for he / him, not I / me.
3. Please accept this small gift from my mother and I / me.
4. The book is mine / mines so please leave it there.
5. Either Donna or I / me will pick up the cake.
6. Neither Donna nor I / me will pick up the cake.
7. I went to the drugstore but found it / them closed.

**Sample Test Item on Pronoun Use:**

1. The musician played Wendy's favorite waltz for her husband and \_\_\_\_\_.  
A. I  
B. he  
C. she  
D. her
2. What we didn't expect is that \_\_\_\_\_ would finish our project a week ahead of schedule.  
A. she and me  
B. she and I  
C. her and I  
D. her and me







## Unit III: Punctuation

### A. Commas

1. Use a comma to *join* two *independent* part of a sentence; these parts are called *clauses*.

**Example:** *Melanie threw the ball in the air, and Eleanor caught it.*

2. Use a comma to *list items* in a series.

**Example:** *Snorkeling, rowing, and swimming are my favorite water sports.*

3. Use commas to *separate cities and states*.

**Example:** *Raleigh, North Caroline is very hot in the summer.*

4. Use commas to *separate days from months, and dates from years*.

**Example:** *He was born on Friday, February 18, 2005.*

5. Use a comma to *set off clauses*, particularly those that come at the beginning of a sentence.

**Example:** *With all of her might, Melanie threw the ball.*



---

# COMMA







*Practice:* Place commas where needed

1. The filthy decrepit building was in no shape to be rented.
2. Next time you travel to Buffalo New York try their famous chicken wings.
3. I watched the news all night but didn't see coverage of the election.
4. Friday April 3 is a holiday.
5. For the most part I see much improvement in your work.
6. After brushing my teeth and combing my hair I sat down at the kitchen table and ate breakfast.
7. Once a long time ago I saw a sparrow.
8. My neighbor a defense attorney works for a large law firm.
9. I do however have her phone number.





## B. Semicolons (;)

There are two major rules for using semicolons:

1. Use a semicolon to *join two independent clauses*.  
(Each clause could stand alone as a complete sentence.)

**Example:** *I don't know how she can get my address;  
she doesn't even know my last name.*

The following adverbs are often used as transitions between independent clauses:

- furthermore
- moreover
- nevertheless
- however
- fortunately
- in fact

**Example:** *I worked very hard; in fact, I spent my weekends at the office.*

**Example:** *I do not intend to pay this bill; furthermore, I plan to contact your supervisor and make a formal complaint.*

2. Use a semicolon to *separate items in a series when the individual items already contain commas*.

**Example:** *We traveled to all of the great cities of Europe, including Rome, Italy; Paris, France; and Athens, Greece.*

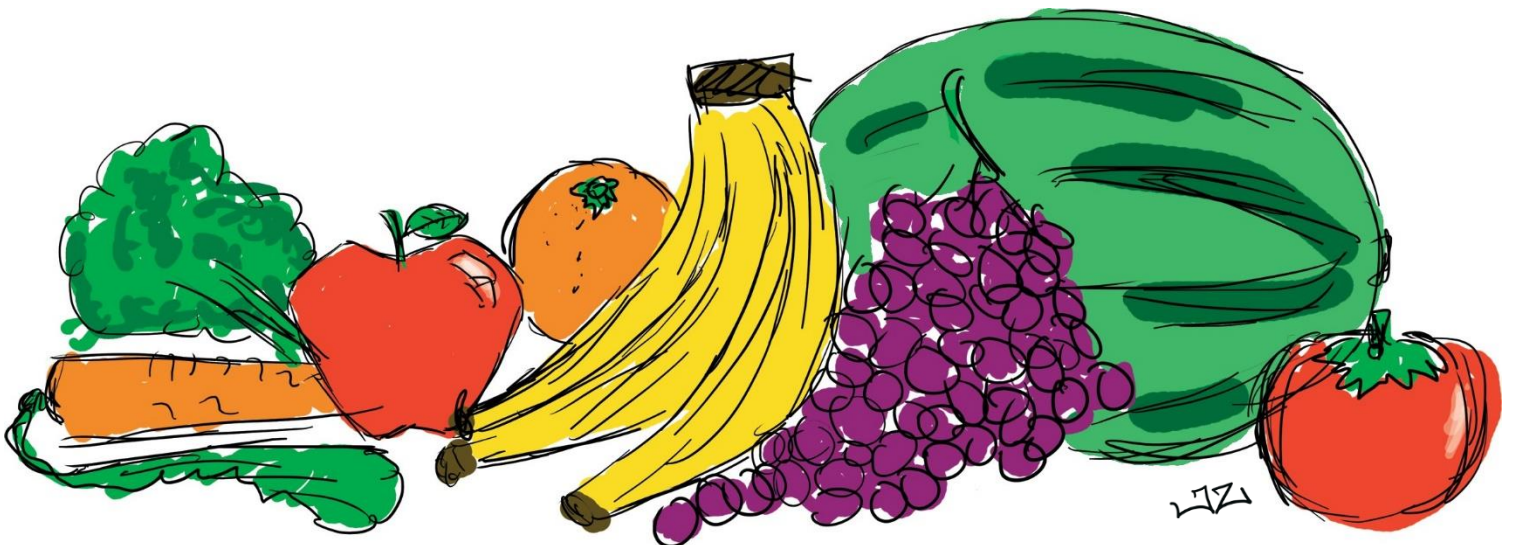


# SEMICOLON;



*Practice:* Edit the following sentences for correct punctuation (commas and/or semi-colons). If no editing is needed, write C.

1. Jeffrey knew the right thing to do in fact he had always known.
2. I know you have the best prices however you do not have the best quality?
3. The salesclerk forgot to give me her business card fortunately I remember the name of the store and will look it up in the phone book.
4. I subscribe to the daily newspapers The New York Times The Wall Street Journal and The Washington Post the weekly magazines Newsweek Time and The Economist and the monthly magazines National Geographic Golf Digest and Harpers.
5. The race began in the morning it ended in the afternoon.
6. I tried reaching her over the weekend but I did not get a response.
7. Rick's Market offers the best prices however the quality of the fruit is superior at the store across the street.
8. Monica was very disappointed in her performance she was nevertheless a gracious loser.





9. I have never been to Mexico but I have always wanted to travel there.
10. Jason who is the youngest in the family was born August 20 1988.
11. Allison didn't feel well however she came to school anyway.
12. It was a hot windy day but I spent the afternoon working in the garden.
13. Heather enrolled in Calculus French History and AP English.
14. Kendra has never liked dogs she has always preferred to own a cat.
15. Amy who was the valedictorian of her graduating class received a full scholarship to college.





### C. Colons (:)

The colon is a stronger mark of punctuation than either the comma or the semi-colon, but not as strong as an end mark as the period, the question mark, or the exclamation point. It has three main uses:

1. To introduce a list of words or phrases following a complete sentence

**Example:** *I have several favorite breakfast foods: pancakes, eggs, and waffles.*

2. To express the time

**Example:** *I eat lunch at 12:30 pm every day.*

3. After the greeting in a business letter

**Example:** *Dear Mr. Robinson:*

**On Your Own:** Correct each sentence by inserting a colon in the proper place:

1. A banana split requires the following ingredients: ice cream, whipped cream, nuts, chocolate syrup, strawberry topping, bananas, and cherries for the top.
2. I would like to get these three things for my birthday: a bike, a lacrosse stick, and a puppy.





#### D. Quotation Marks (“ ”)

Direct quotations are another person’s exact words--either spoken or written.

1. Quotation marks are placed around the actual words spoken or thought. Quotes **begin** with a capital letter and end after the final punctuation mark (comma, question mark, exclamation mark).

**Example:** *“You misunderstand me,” said the man.*

**Example:** *“Do you understand?” he asked.*

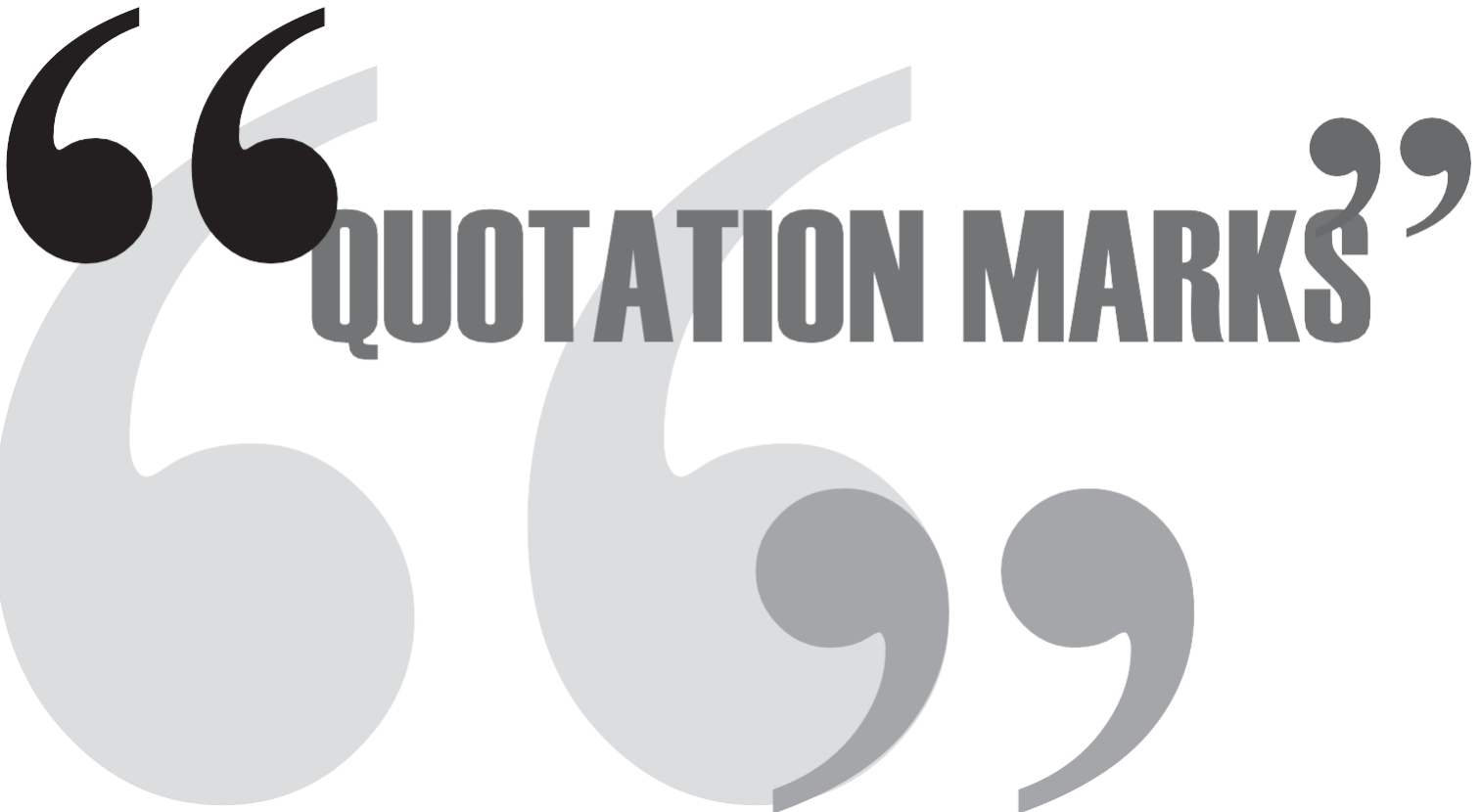
**Example:** *“Well!” said the man.*

2. If the quotation appears in the second half of the sentence, a **comma** is needed to separate the quote and the person to whom the quote is attributed.

**Example:** *The man said, “You misunderstand me.”*

**Example:** *He asked, “Do you understand?”*

**Example:** *The man said, “Well!”*





3. If a quote is split in two . . .
  - 1<sup>st</sup> part begins with a capital letter and ends with a comma
  - 2<sup>nd</sup> part begins with a lower case letter.
  - Both parts should be enclosed by quotation marks.

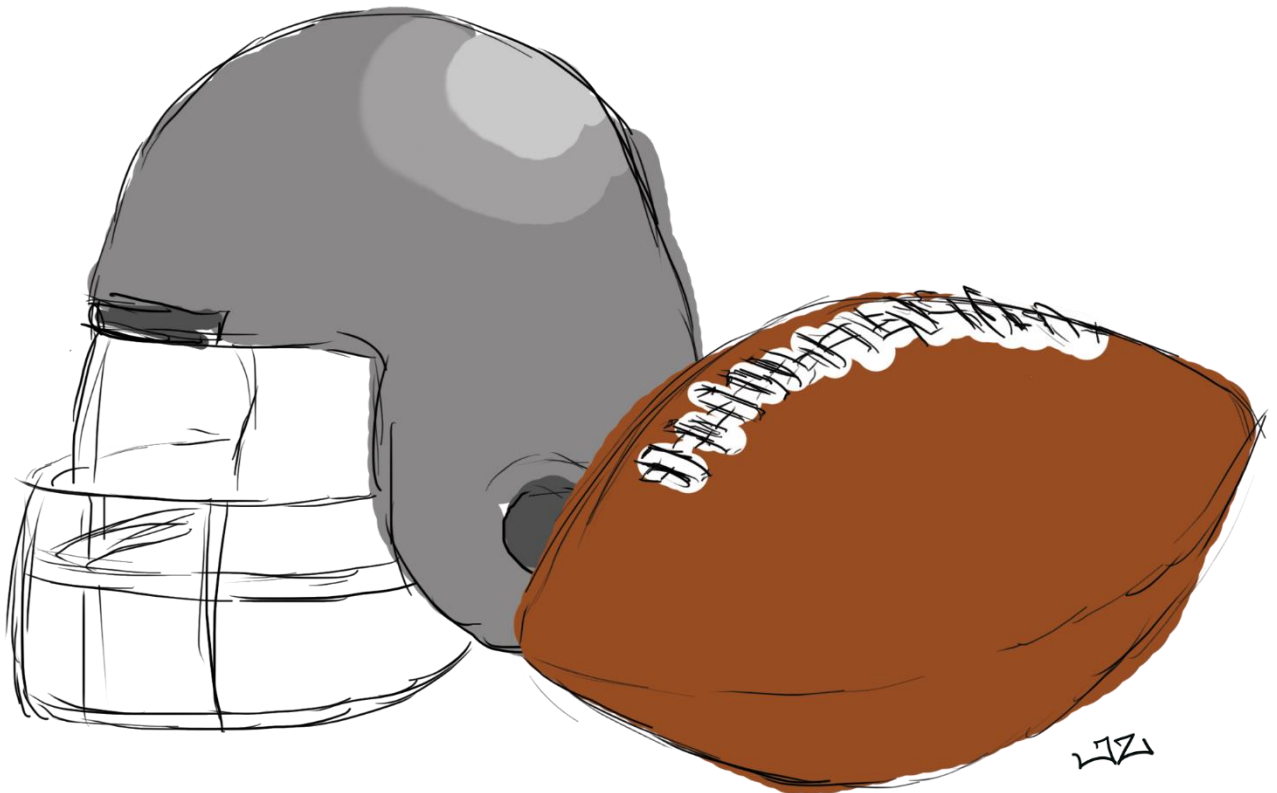
**Example:** *"He likes to talk about football," she said, "especially when the Super Bowl is coming up."*

4. Use quotation marks for . . .
  - Titles of **short** published works, such as songs, short stories, essays, short poems, and one-act plays.

**Example:** *The story "A Perfect Day for Banana Fish" appears in the short story collection Nine Stories by J.D. Salinger.*

- Titles of chapters in books; articles in newspapers, magazines and journals; episodes of television and radio series.

**Example:** *Did you happen to read the article "Moonshine" in The New York Times?*





**Practice:** Add correct punctuation. Write C if the sentence is correct.

1. Sam asked when are we coming back.
2. What will I do without a voice thought Louis.
3. His father said it's time for bed.
4. Watch me said the mother swan and do everything I do.
5. Call the police yelled the salesgirl.
6. No the teacher replied you cannot hand in the assignment late.
7. Marvin answered I think that the best way to reach Sacramento is to take the interstate.  
In fact at this time of day you're likely to get there much faster that way.
8. Brenda asked are you going out tonight.
9. My favorite song is Get on the Good Foot by James Brown.
10. I can't believe it said Tom next year you will be 18 years old.





## E. Italics/Underlining

Material that is *italicized* in print or by computer is underlined in hand-written work.

### Italics & Underlining Rules

1. Underline (or *italicize* - - if using a computer) the titles of books, long plays, long poems, periodicals, newspapers and magazines.

*Example:* I subscribe to the magazines Time and Newsweek.

2. Underline (or *italicize*) titles of long musical works and motion pictures; of ships, aircraft and trains.

*Example:* How many times have you seen Spiderman?

*On Your Own:* Edit the following sentences for *italics* (or underlining):

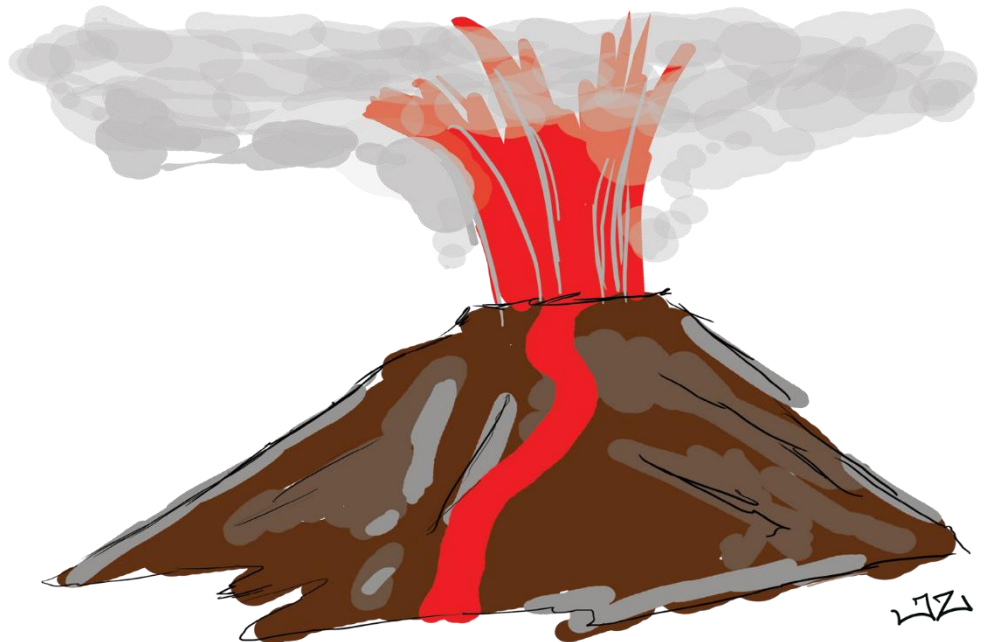
1. I begin each morning by reading The New York Times.
2. My favorite play is Hamlet by William Shakespeare.
3. The Sacramento Theater Company is performing the musical Hairspray.

*italics*  
**UNDERLINING**



### Practice Test Item on Punctuation:

1. When Tom arrived at school he was carrying all his books with him.
  - A. arrived at school, he
  - B. arrived, at school he
  - C. arrived at school he,
  - D. Leave as is.
2. After, the volcano erupted, the tiny tropical island was quiet and devastated.
  - A. After the volcano erupted, the
  - B. After the volcano erupted the
  - C. After the volcano erupts, the
  - D. Leave as is.
3. The frightened pilot's face was ashen as he gingerly lowered the plane onto the Smith's private \_\_\_\_\_ that time was running out for his ailing friend.
  - A. runway: he knew
  - B. runway, he knew
  - C. runway. He knew
  - D. runway but he knew
4. While Sara visited with Sam: she finished her science project.
  - A. with Sam. She finished
  - B. with Sam; she finished
  - C. with Sam, she finished
  - D. Leave as is.





5. \_\_\_\_\_ is a book written by Harper Lee.
- A. To Kill a Mockingbird
  - B. "To Kill a Mockingbird"
  - C. To Kill a Mockingbird
  - D. "To Kill a Mockingbird"
6. "Why should I wear a sweater?" grumbled the boy as his mother reminded him again of the cold weather.
- A. 'Why should I wear a sweater'?
  - B. "Why should I wear a sweater"
  - C. "Why should I wear a sweater"?
  - D. Leave as is.
7. If you want to add your name to the list of volunteers; please go to Room 112.
- A. list of volunteers please;
  - B. list of volunteers, please
  - C. list of volunteers: please
  - D. Leave as is.
8. My sister a high school freshman, is trying out for the school play.
- A. sister, a high school freshman,
  - B. sister: a high school freshman
  - C. sister a high school freshman
  - D. Leave as is.





9. Mr. Forbes needs the following items for his cooking class flour, salt, and a variety of spices.
- A. cooking class: flour, salt, and a variety of spices
  - B. cooking class; flour, salt, and a variety of spices
  - C. cooking class, flour, salt, and a variety of spices
  - D. Leave as is.
10. The Alaskan rivers are clear and sparkling in summer however, they are frozen in winter.
- A. in summer, however they are frozen in winter.
  - B. in summer; however, they are frozen in winter.
  - C. summer: however they are frozen in winter.
  - D. Leave as is.







## Unit IV: Capitalization Rules

1. Capitalize the first letter of every sentence.

**Example:** *My brother's name is Max. My sister's name is Monique.*

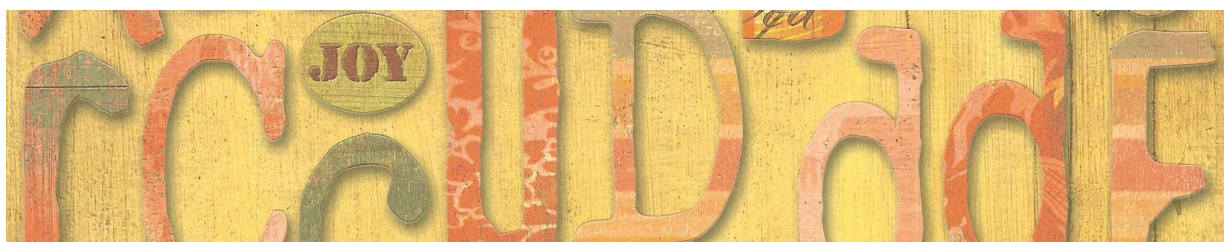
2. Capitalize the title of a person when the title is followed by the person's name. Otherwise, the title should not be capitalized.

**Example:** *Yesterday, Mayor Johnson came to visit our class.*

**Example:** *Yesterday, the mayor came to visit our class.*

3. Capitalize proper nouns (*names of specific persons, places, and things.*) Do not capitalize common nouns.

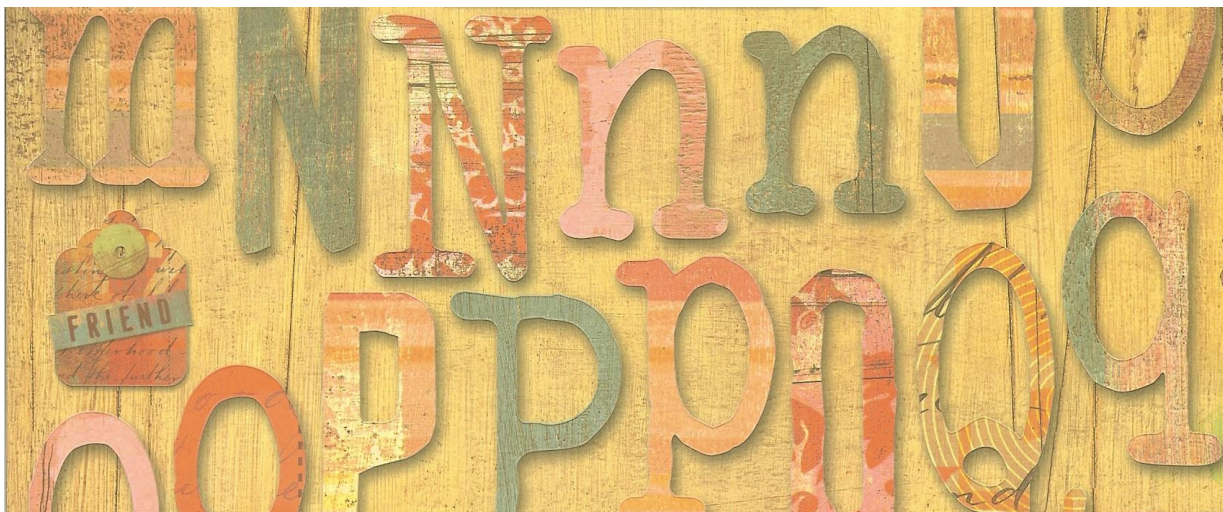
Proper Nouns	Common Nouns
Lake Champlain	It is a small lake.
We live out <b>West</b> . ( <i>a specific region</i> )	Go <b>west</b> .
The <b>University of California</b>	It is a great <b>university</b> .
I am taking <b>Biology II</b> .	I am taking <b>biology</b> .
<b>District Attorney Martinez</b>	the <b>district attorney</b>
<b>St. Peter's Church</b>	It is a very large <b>church</b> .







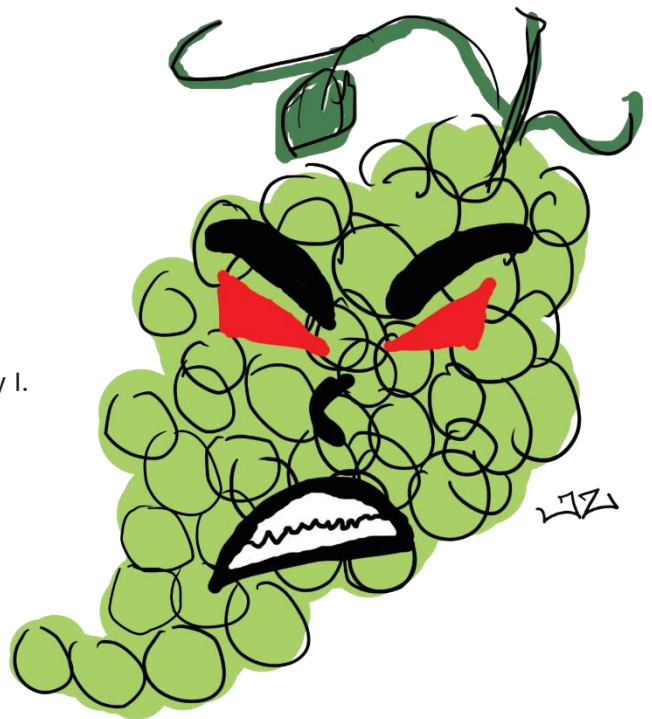
4. Capitalize the days of the week, months of the year, and holidays.  
**Example:** *Christmas Day is December 25. This year, it falls on a Sunday.*
5. Capitalize all nouns, verbs, adjectives, and adverbs in titles of books, articles, and songs. (Do not capitalize articles, prepositions, or coordinating conjunctions unless they are the first word of the title).  
**Example:** *Alice in Wonderland was written by Lewis Carroll (book title)*  
**Example:** *"I Want to Hold Your Hand" was sung by the Beatles (song title)*
6. Capitalize the first word in a quotation.  
**Example:** *My mother once said, "The best things in life are free."*
7. Do not capitalize anything that is paraphrased.  
**Example:** *My mother once said that the best things in life are free.*





**Practice:** Edit the following sentences for correct capitalization.  
If correct, place a C in the margin.

1. I spoke with the President of the organization yesterday.
2. Do you know if President Bush traveled to California this month?
3. My favorite book is The Grapes of Wrath by John Steinbeck.
4. A wise man once said, "a happy person is a successful person."
5. A wise man once said that a happy person is a successful person.
6. I bought a new bonnet for easter Sunday.
7. Thanksgiving always falls on a thursday.
8. This year I am taking algebra and physics.
9. Next year I will take algebra II and world history I.
10. Have you read the play Romeo And Juliet?
11. The Mayor of the town is a wonderful orator.





## Unit V: Adjectives

### A. Comparative Adjectives: To compare two things:

**Example:** *Bridget is taller than Michael.*

I. **Short** Adjective Examples: add '-er' to the end of the word

Adjective	Comparative
Young	Younger
Fast	Faster
Slow	Slower
Big	Bigger
Small	Smaller
Busy	Busier
Easy	Easier

### Exceptions

Good/Well	Better
Bad	Worse

II. **Long** Adjective Examples: Precede the adjective with 'more'

Beautiful	More beautiful
-----------	----------------



## B. Superlative Adjectives: To compare three or more things:

**Example:** *Bridget is the tallest student in the class.*

I. **Short Adjective Examples:** add '-est' to the end of the word

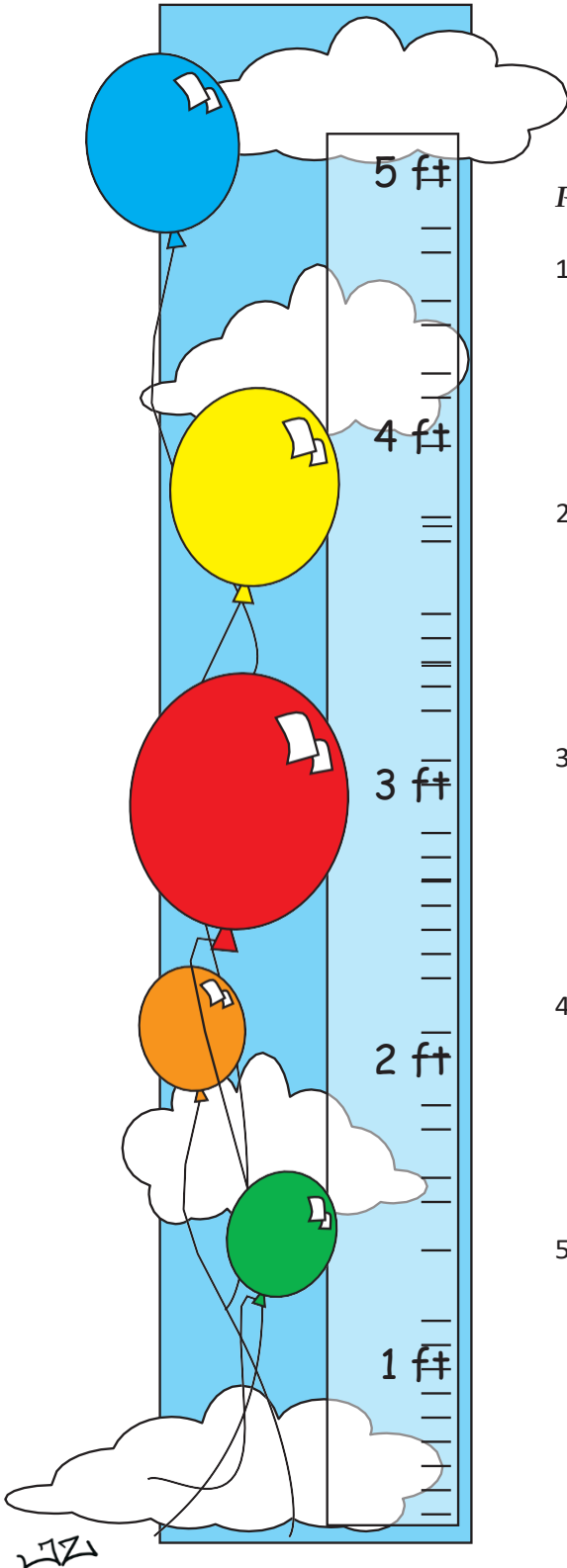
Adjective	Superlative
Young	Youngest
Fast	Fastest
Slow	Slowest
Big	Biggest
Small	Smallest
Busy	Busiest
Easy	Easiest

### Exceptions

Good/Well	Best
Bad	Worst

II. **Long Adjective Examples:** Precede the adjective with 'most'

Beautiful	Most beautiful
-----------	----------------



*Practice:* Circle the best answer choice.

1. Who is the \_\_\_\_\_ among the three of you?  
A. more tall  
B. taller  
C. most tall  
D. tallest
2. I am the \_\_\_\_\_ of the two.  
A. young  
B. younger  
C. youngest  
D. most young
3. This is the \_\_\_\_\_ paper that I have ever seen.  
A. baddest  
B. worse  
C. worst  
D. worstest  
E. most worst
4. This assignment was \_\_\_\_\_ than the last one.  
A. difficult  
B. difficulter  
C. more difficult  
D. difficultest
5. This purse cost the \_\_\_\_\_ of all.  
A. less  
B. lesser  
C. least  
D. leasest



6. Edna is \_\_\_\_\_ than Rachel.
- A. responsibler
  - B. more responsible
  - C. responsiblest
  - D. most responsible
7. She has \_\_\_\_\_ ice cream than I.\*
- A. greater
  - B. more
  - C. most
  - D. much

**\*Note:** *Than* is a conjunction used with comparisons.

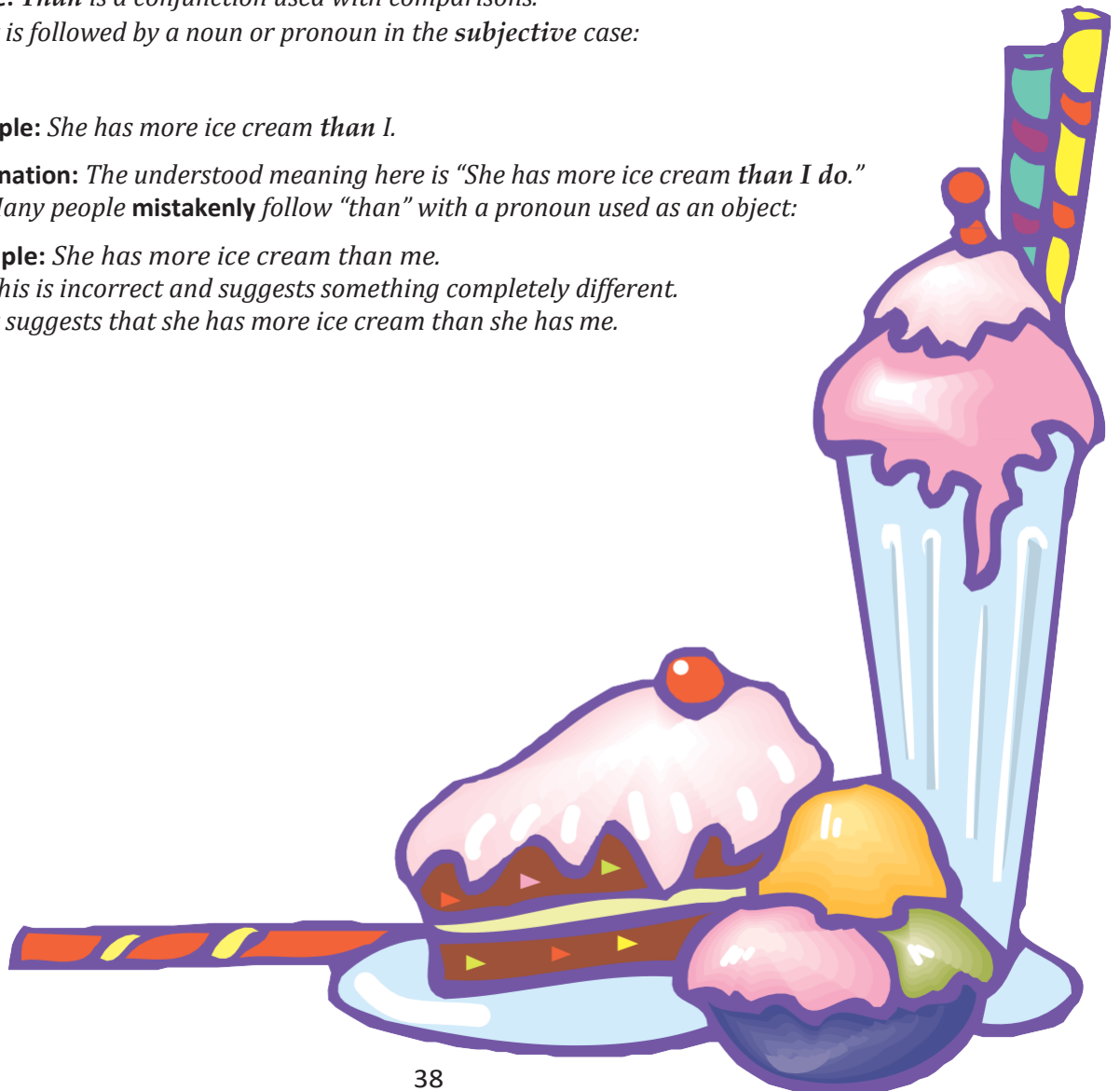
*It is followed by a noun or pronoun in the subjective case:*

**Example:** *She has more ice cream than I.*

**Explanation:** *The understood meaning here is "She has more ice cream than I do."  
Many people **mistakenly** follow "than" with a pronoun used as an object:*

**Example:** *She has more ice cream than me.*

*This is incorrect and suggests something completely different.  
It suggests that she has more ice cream than she has me.*







### Test Items on Comparative Adjectives

1. The legendary goddess was the \_\_\_\_\_ of all the Greek deities.
  - A. beautifulest
  - B. more beautiful
  - C. most beautiful
  - D. most beautifying
2. "Which of the three Olympic runners is the \_\_\_\_\_?" the spectator asked the judge.
  - A. more fast
  - B. fastest
  - C. most fastest
  - D. most faster
3. The green backpack has \_\_\_\_\_ pockets than the blue one.
  - A. least
  - B. less
  - C. fewest
  - D. fewer





## Unit VI: Parallel Structure

Parallel structure in writing means **balancing** a sentence. Certain words – **and, or, but** – can be seen as the balancing points. The words on either side need to balance; in other words, they must be consistent in terms of part of speech.

Unbalanced	I love <b>hiking</b> <u>and</u> <b>to swim</b> in the ocean.
------------	--

This sentence is unbalanced because “and” divides two different parts of speech: an “ing” word is used before and, while an infinitive, “to swim,” is used after. To be parallel, you need the same part of speech for both ideas.

balanced	I love <b>hiking</b> <u>and</u> <b>swimming</b> in the ocean.
----------	---

Unbalanced	At the after-school program, students can learn <b>skating, rock climbing, or how to ride horseback.</b>
------------	--

balanced	At the after-school program, students can learn <b>skating, rock climbing, or horseback riding.</b>
----------	---

Parallel structure is also needed with using pairs of connecting words, such as **either/or, neither/nor, not only/but also.**

Unbalanced	The man <u>not only</u> <b>bought a brand new suit</b> <u>but also</u> <b>two expensive pairs of shoes.</b>
balanced	The man bought <u>not only</u> <b>a brand new suit</b> <u>but also</u> <b>two expensive pairs of shoes.</b>





**Practice:** Each of the expressions on the left side of the chart contains errors in parallelism. Write the correct version on the right.

Unbalanced	Balanced
The Swiss, the German, and Dutch	
It was both a frightening experience and exciting.	
My sandwich is bigger than my brother.	
Frank was known for his sharp wit, compassion, and he had a wonderful sense of rhythm.	
John almost failed his freshman year of college by skipping classes and he had spent too much time at parties.	
My hobbies include collecting stamps, traveling to new places, and to meet new people.	

### Released CAHSEE Item on Parallel Structure

- Responsibilities of the job include greeting customers, escorting them to a table, and offering beverages.
  - greeting customers, escort them to a table and offer a beverage.
  - to greet customers, escorting them to tables and offering a beverage.
  - to greet customers, escorting them to a table, and to offer a beverage.
  - Leave as is.





## Unit VII: Modifier Placement

A **modifier** is a word or group of words that describes another word and makes its meaning clearer. There are two typical modifier errors:

1. **Misplaced modifiers:** When modifiers appear to modify the wrong thing.

Simple modifiers, such as **almost, hardly, only, just, nearly, barely,** and **merely,** must be placed **directly in front** of the word they are modifying. Otherwise, you may change the entire intended meaning of the sentence.

Misplaced modifier	Brenda <b>barely</b> threw the ball ten feet.
Correctly Placed modifier	Brenda threw the ball <b>barely</b> ten feet.

2. **Dangling Modifiers:** When descriptive phrases that are meant to modify a noun precede or follow the wrong noun. Otherwise, the sentence may make no sense.

Dangling modifier	The horse jumped over the fence <b>galloping across the field.</b>
Correctly Placed modifier	<b>Galloping across the field,</b> the horse jumped over the fence.





**Practice:** Rewrite the following sentences:

1. Melanie opened the envelope that was handed to her with a letter opener.

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2. Stacked in a heap of old newspapers, Frank found a love letter.

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3. I nearly answered all of the questions correctly.

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4. Paul brought chocolates to the party with almonds on top.

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5. While driving home from work, an idea popped into my head.

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6. Amy bought a gown shopping at the mall.

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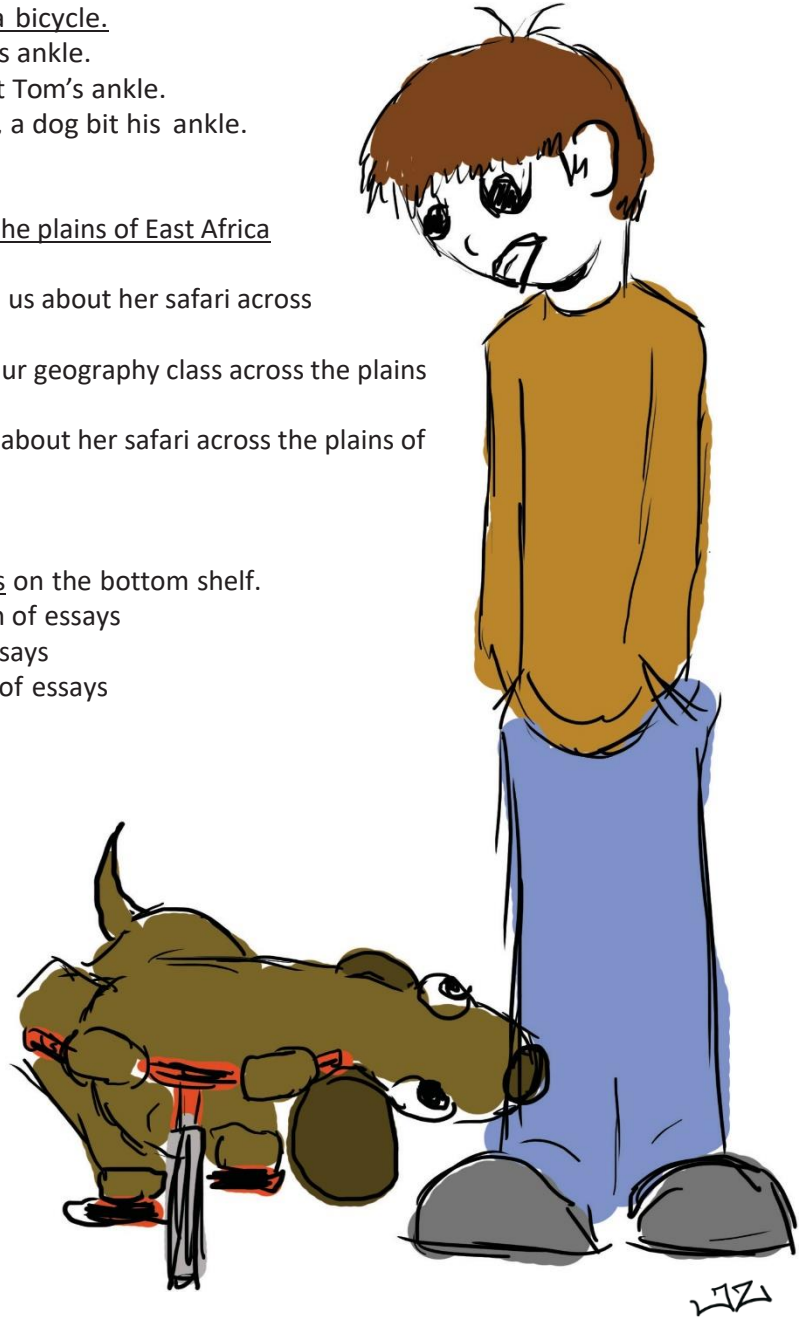
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### Sample Test Items on Modifier Placement:

1. A dog bit Tom's ankle while riding a bicycle.
  - A. Riding a bicycle, a dog bit Tom's ankle.
  - B. While riding a bicycle, a dog bit Tom's ankle.
  - C. While Tom was riding a bicycle, a dog bit his ankle.
  - D. Leave as is.
  
2. Akia told us about her safari across the plains of East Africa in our geography class.
  - A. In our geography class, Akia told us about her safari across the plains of East Africa.
  - B. Akia told us about her safari in our geography class across the plains of East Africa.
  - C. In our geography class Akia told about her safari across the plains of East Africa to us.
  - D. Leave as is.
  
3. That collection of essays John wants on the bottom shelf.
  - A. John wants them, that collection of essays
  - B. John wants that collection of essays
  - C. Wanted by John, that collection of essays
  - D. Leave as is.





## Unit VIII: Verb Tense Consistency

### A. Introduction

As we saw in Unit I, **verbs** carry the idea of being or action in the sentence.

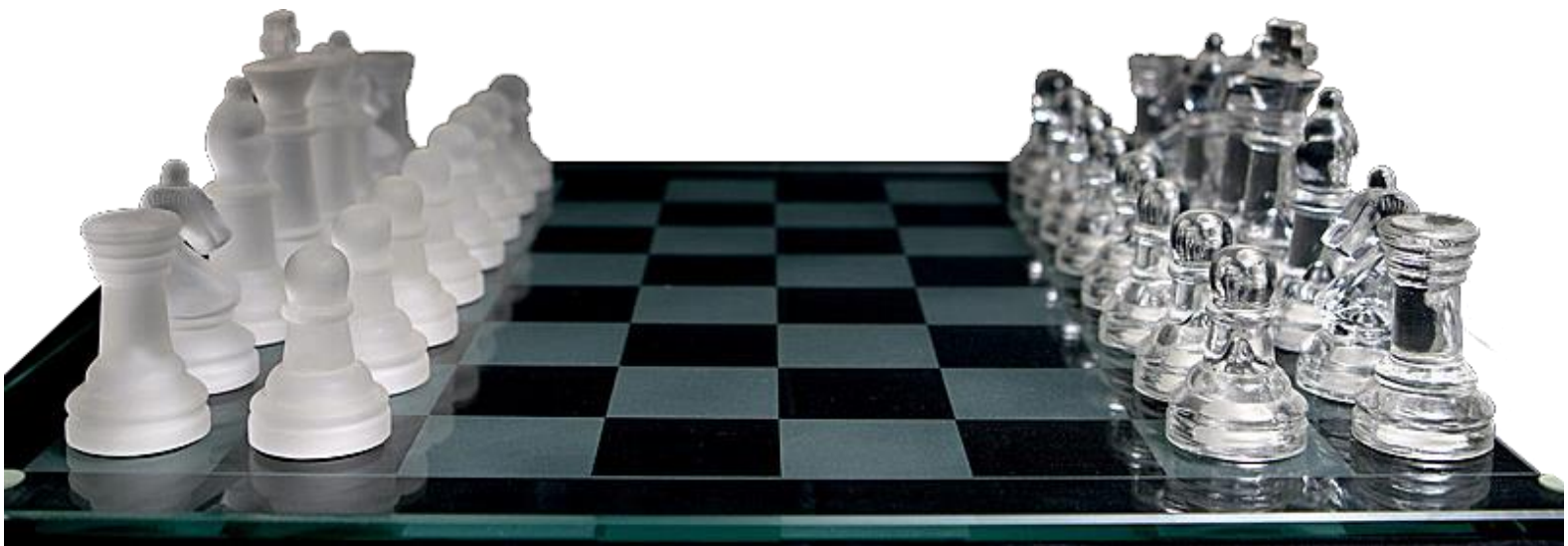
**Example of Being Verb:** *Sheila is twenty-one years old.*

**Example of Action Verb:** *Sheila turned twenty-one years old in April.*

**Tense** refers to the time in which the action is taking place.

There are **three** basic verb tenses:

Present Tense	I play chess.
Past Tense	I played chess.
Future Tense	I will play chess. I am going to play chess.



However, within those three basic categories, there are several sub-categories. Look at the chart on the next page.



## B. Verb Tense

Present Tense	Past Tense	Future Tense
Simple Present	Simple Past	Simple Future
I <b>play</b> chess every day.	Last week, I <b>played</b> chess.	Next week, I <b>will play</b> chess.  Next week, I <b>am going to play</b> chess.
Present Continuous	Past Continuous	Future Continuous
I <b>am playing</b> chess now.  <i>(This means I am in the process of playing right now.)</i>	I <b>was playing</b> chess when someone knocked on the door.  <i>(This means that I was in the process of playing but not I'm not playing now.)</i>	I <b>will be playing</b> chess when the movie begins.  <i>(This means that I will be in the process of playing when the movie begins.)</i>
Present Perfect	Past Perfect	Future Perfect
I <b>have played</b> chess for fifteen years.  <i>(This means that I am still playing chess at this stage in my life.)</i>	I <b>had played</b> chess for fifteen years before I stopped.  <i>(This means that I no longer play chess at this stage in my life.)</i>	By the time I am twenty, I <b>will have played</b> chess for fifteen years.  <i>(This means that I still play and plan to continue to play.)</i>
Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous
I <b>have been playing</b> chess for fifteen years.  <i>Same as above</i>	I <b>had been playing</b> chess for seven years before I stopped.  <i>Same as above</i>	By the time I am twenty, I <b>will have been playing</b> chess for fifteen years.  <i>Same as above</i>

**Note:** We will examine the conditional tense later.



## D. Verb Tense Consistency

It is important to be mindful of tense when you are writing. Here are some guidelines:

### I. When Actions Take Place in the Same Time

Do not shift from one tense to another if the time in which each action takes place is the same. Stay **consistent** (*the same*).

Example of Tense Inconsistency	The moon <b>shone</b> and the stars <b>twinkle</b> in the sky. <i>(past)</i> <i>(present)</i>
Example of Tense Consistency	The moon <b>shone</b> and the stars <b>twinkled</b> in the sky. <i>(past)</i> <i>(past)</i>

Example of Tense Inconsistency	He <b>had eaten</b> breakfast and <b>read</b> the paper. <i>(past perfect)</i> <i>(simple past)</i>
Example of Tense Consistency	He <b>ate</b> breakfast and <b>read</b> the paper. <i>(simple past)</i> <i>(simple past)</i>

Example of Tense Inconsistency	He <b>will go</b> shopping and <b>makes</b> dinner. <i>(future)</i> <i>(present)</i>
Example of Tense Consistency	He <b>will go</b> shopping and <b>make</b> dinner. <i>(future)</i> <i>(future)</i>

**Your Turn:** Write your own sentence with two past-tense verbs:

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## II. When Actions Take Place in Different Times

In some cases, the balance is more complicated.

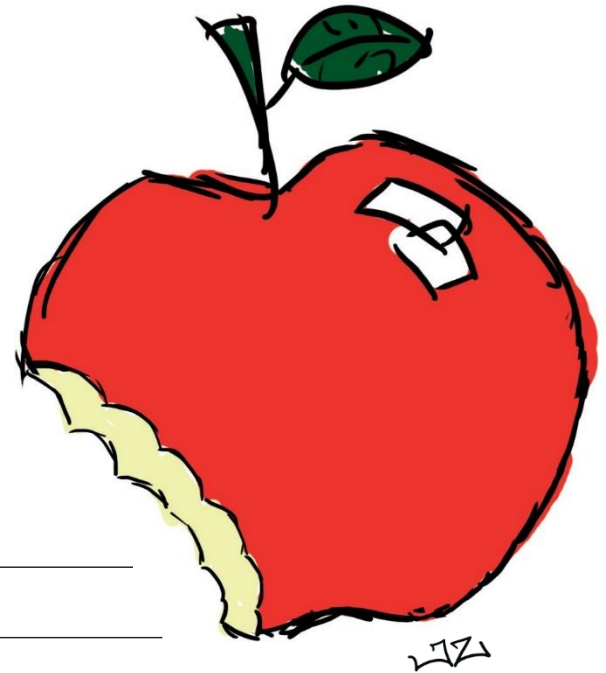
**Example:** *He had eaten before he left for school.*  
(past perfect)      (simple past)

**Explanation:** In this example, the two different tenses (*past perfect and simple past*) reflect the fact that the action in the first half of the sentence **precedes** (*takes place before*) the action in the second half.

**Your Turn:** Write a sentence with one verb in the past perfect tense and one verb in the simple past tense.

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**Example:** *I was playing chess when someone knocked on the door.*  
(past continuous)      (simple past)

**Explanation:** The action in the first half of the sentence precedes the action in the second half. The author was **in the process of playing** chess (*an ongoing action*) when a second action occurred.

**Your Turn:** Write a sentence with one verb in the continuous past tense and one verb in the simple past tense.

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**Example:** *I had been playing chess for two years before I stopped.*  
(past perfect continuous) (simple past)

**Explanation:** The two different tenses (*past perfect and simple past*) reflect the fact that the action in the first half of the sentence precedes the action in the second half.

**Your Turn:** Write a sentence with one verb in the past perfect continuous tense and one verb in the simple past tense.

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**Example:** *By the time I am twenty, I will have played chess for fifteen years.*  
(future) (future perfect)

**Explain the tense shift:** Action in 2<sup>nd</sup> half precedes that in 1<sup>st</sup> half.

**Your Turn:** Write a sentence with one verb in the future tense and one verb in the future perfect tense.

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## E. The Conditional Tense

There is another verb tense that we haven't talked about yet: the conditional tense. This is used to describe that an action or state of being that is **dependent** on something else happening; in other words, it is **conditional**.

The conditional tense is formed using the auxiliary (or helping verb 'would').

**Example:** *David would go to the party if he felt that he was welcomed.*

**Explanation:** In the example above, there is a **condition** to attending to the party: feeling welcomed. It is clear that the party is some time in the future; while there is a possibility that David will attend, it is also possible that he will not attend. It all depends on whether or not he feels welcomed.

### Should Have, Would Have, Could Have

Have you ever heard the phrase, "Should have, would have, could have"? People often use it when referring to lost opportunities, things they might have done differently if they had the chance.

The phrases 'should have', 'would have' and 'could have' are used to talk about imaginary past events, in other words, events that would have taken place in the past but that did not occur.

Should have	The past event did not happen but <b>should have</b> happened.
Could have	The past event did not happen but <b>could have</b> happened if certain conditions had been met.
Would have	The past event did not happen but <b>would have</b> happened if certain <b>conditions</b> had been met.

**SHOULD HAVE COULD HAVE WOULD HAVE**  
**SHOULD HAVE COULD HAVE WOULD HAVE**  
**SHOULD HAVE COULD HAVE WOULD HAVE**



**Example:** *Henry should have studied harder for the exam.*

**Explanation:** In the example above, Henry did not study harder for the exam. The event, studying hard for the exam, did not occur.

**Example:** Henry **could have** gone fishing but he woke up late.

**Explanation:** In the example above, Henry did not go fishing. Notice that the past conditional (*should have gone*) is used in the first half of the sentence, while the simple past (*woke*) is used in the second half. The fact that he woke up late (*an event that did occur*) prevented the first event (*going fishing*) from occurring.

**Example:** *Henry would have attended the party if he had been invited.*

**Explanation:** In the example above, Henry did not attend the party. The event, attending the party, did not occur. Notice that the future conditional is used in the first half, while the past perfect is used in the second half. The fact that he had not been invited (*an event that did occur*) prevented the first event (*attending the party*) from occurring.

**Example:** *David would have gone to the party if he felt that he had been welcomed.*

**Explanation:** In this example, it is clear that the party already took place and that David did not attend. Notice that the past tense of conditional (*would have gone*) is used in the first half of the sentence, while the past perfect tense (*had been*) is used in the second half. The condition of having felt welcomed precedes (*takes place before*) the decision to attend the party.





## F. Common Errors

The following examples contain common errors made by students. These errors may appear on the CAHSEE, and you will be asked to correct them. Read each example below and write in the correct form.

### Examples:

<b>Incorrect</b>	I <b>would of</b> gone with you if I had known about it earlier.
<b>Correct</b>	I _____ gone with you if I had known about it earlier.

<b>Incorrect</b>	I <b>could of</b> done better if I had studied harder.
<b>Correct</b>	I _____ done better if I had studied harder.

<b>Incorrect</b>	I <b>should of</b> left when I had the chance.
<b>Correct</b>	I _____ left when I had the chance.

<b>Incorrect</b>	I am <b>suppose to</b> study for the exam tonight.
<b>Correct</b>	I am _____ study for the exam tonight.



**Practice:** The following paragraph contains many **errors in tense and person**. See if you can identify them and make the necessary changes:

I was very nervous when I first arrived at Brad's house. The door was wide open and I would hear someone screaming upstairs. I have no idea what I'm suppose to do. I would of called the police, but I think it's best to first find out what is going on. I walk upstairs. I'm very scared but I would keep telling myself that I'm just being paranoid. Once I get to Brad's room I knock on the door. No one answers so I knock again, this time louder. After a few seconds, Brad comes to the door in his housecoat; he's limping. "What happened?" I ask. "Oh, I feel like such an idiot," he answers. "I banged my foot getting out of the shower!" Was I ever happy to hear that! I'm even happier that I haven't called the police. I will of felt really foolish! I will be happier, of course, if he never banged his foot in the first place.





### Practice Test Items on Tense Consistency\*

1. When our parents celebrate their silver wedding anniversary later this year, they were married for twenty-five years.
  - A. they will have been married for twenty-five years.
  - B. they have been married for twenty-five years.
  - C. they would have been married for twenty-five years.
  - D. Leave as is.
  
2. If Mark will have made fewer errors, he will have passed his driving test.
  - A. If Mark would have made fewer errors, he would have passed his driving test.
  - B. If Mark had made fewer errors, he would have passed his driving test.
  - C. If Mark would of made fewer errors, he would have passed his driving test.
  - D. Leave as is.



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## Unit IX: Commonly Confused Words

The English language contains many words that cause confusion because their spelling and pronunciation are either the same or similar.

### A. Contractions versus Possession

<b>its</b>	ownership	Here's the book, but where's <b>its</b> cover?
<b>it's</b>	contraction of "it is"	<b>It's</b> going to rain today.

<b>Your</b>	possession or ownership	I think this is <b>your</b> address.
<b>You're</b>	contraction of "you are"	<b>You're</b> going to have a wonderful time.

<b>Whose</b>	possessive case of who	<b>Whose</b> phone number is this?
<b>who's</b>	contraction of "who has" or "who is"	<b>Who's</b> coming with me to the party?

<b>Their</b>	a form of the possessive case of they	I called <b>their</b> number twice, but no one answered.
<b>There</b>	in or at that place <i>(as opposed to here)</i>	Put your coat <b>there</b> .
<b>they're</b>	contraction of "they are"	They're home tonight, if you want to visit.
<b>they'll</b>	contraction of "they will"	They'll be home tonight if you'd like to visit.



## B. Words that Sound the Same (*Homophones*)

<b>threw</b>	form of the verb throw	He <b>threw</b> the ball through the window.
<b>through</b>	in one side and out the other	You need to pass <b>through</b> a narrow alley to reach the house.

<b>to</b>	1. toward 2. used for infinitive form of the verb	1. Give your paper <b>to</b> Simon. 2. I love <b>to</b> swim in the ocean.
<b>too</b>	1. more than enough 2. also	1. She ate <b>too</b> many cookies and had a stomach ache. 2. Can I come <b>too</b> ?
<b>two</b>	the number 2	I am taking <b>two</b> new classes this winter.

<b>lessen</b>	decrease	I'd like to <b>lessen</b> my hours of work next week.
<b>lesson</b>	something to be learned	I learned my <b>lesson</b> and will never play with fire again.

<b>all ready</b>	completely prepared	Are they <b>all ready</b> for the exam?
<b>already</b>	prior to some specific time	I arrived late and they had <b>already</b> cut the cake.

<b>cite</b>	quote or mention	Always <b>cite</b> your references in an essay.
<b>sight</b>	ability to see	Ray Charles lost his <b>sight</b> when he was seven years old.
<b>site</b>	location	The <b>site</b> of the new coffee shop is the old police station.





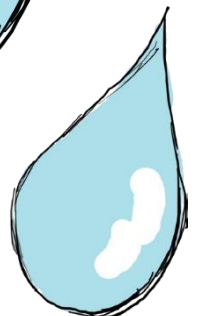
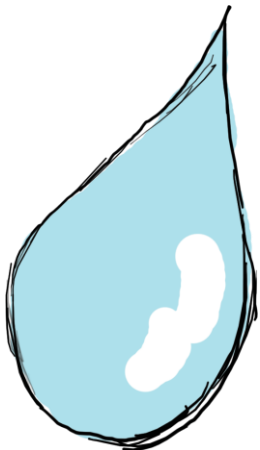
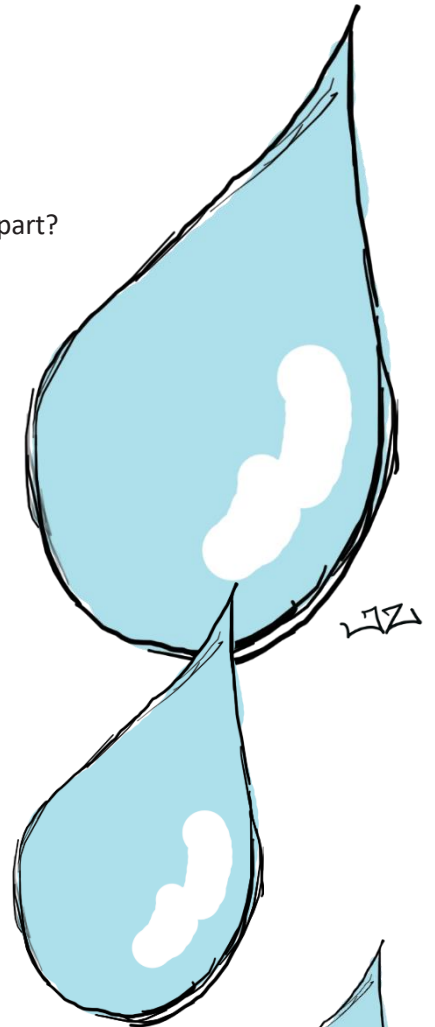
### C. Words that Sound Similar

<b>loose</b>	1. not tight 2. free	1. The belt is too <b>loose</b> . 2. I set the bird <b>loose</b> from its cage.
<b>lose</b>	1. misplace 2. suffer defeat	1. I hope that I didn't <b>lose</b> his number. 2. I always <b>lose</b> at chess.
<b>farther</b>	greater distance; can be measured	The house is <b>farther</b> than I thought.
<b>further</b>	more, in addition	I need to examine this <b>further</b> before I can give you my opinion.
<b>later</b>	after the expected time	Don't wait for me; I'll be there <b>later</b> .
<b>latter</b>	the second of two things mentioned	Between the two candidates, I prefer the <b>latter</b> .
<b>accept</b>	receive	I cannot <b>accept</b> so much money from you.
<b>except</b>	all but	I've done everything <b>except</b> that last page.
<b>than</b>	compare	He is much quicker <b>than</b> his brother.
<b>then</b>	1. at the time 2. in that case	1. I was in second grade <b>then</b> . 2. If I have to wait at the doctor's office, <b>then</b> I'll bring a magazine to read.
<b>proceed</b>	continue	Please <b>proceed</b> without me.
<b>precede</b>	come before	The drummer <b>preceded</b> the trombonist in the parade.



**Practice:** Underline the word that correctly completes the sentence.

1. I hope that you can (accept, except) my apologies.
2. "I hope you've learned your (lesson, lessen) this time," she said.
3. I don't want to (loose, lose) your phone number so please write it in my address book.
4. I prefer it when you wear your hair (loose, lose).
5. The house is (further, farther) down the road.
6. I hope to see you (later, latter) at the restaurant.
7. Do you agree with the entire argument, or only the (latter, later) part?
8. (Its, It's) raining outside.
9. Please return the book to (its, it's) rightful owner.
10. (You're, Your) the first one to arrive.
11. I found (you're, your) book in the back seat of my car.
12. (Who's, Whose) in your math class this year?
13. (Who's, Whose) book is this?
14. I think that this is (there, they're, their, they'll) apartment.
15. I hope (there, they're, their, they'll) planning on joining us later.





**Released Test Items:**

1. \_\_\_\_\_ going to be late if they don't hurry.
  - A. They're
  - B. Their
  - C. There
  - D. They'll
  
2. When she \_\_\_\_\_ the award, she blushed and quickly returned to her seat.
  - A. excepted
  - B. accepts
  - C. accepted
  - D. excepts
  
3. "We should \_\_\_\_\_ without the captain," the coach said impatiently.
  - A. proceeds
  - B. precede
  - C. precedent
  - D. proceed

