Phase One

BHA-Cedarstown Adult Education Center

Personalized Writing Curriculum with Career Planning Focus
ERGO MANIFESTO

1. Given that college classrooms and competitive workplaces are often "foreign cultures" for our students.

2. And given that our students identify themselves as "Strivers" but do not yet understand that they must develop an "Academic" identity to succeed in college and competitive workplaces.

3. And given that our students rarely experience career development as a seamless progression or "pipeline" to success.*

4. Ergo, programs must become as "pipeline" as possible by helping students develop an Academic Identity before they leave the relatively supportive environment of the program.

*"The dominant metaphor of education progression is that of a pipeline, a seamless progression from K-12 through higher education. For adult students, especially those who have come through ABE programs, the pipeline metaphor does not apply. For them, education is more like a jagged path than a straight line." [Being a (Good) Student, Mina Reddy PhD thesis]

http://scholarworks.umb.edu/cgi/viewcontent.cgi?article=1102&context=doctoral_dissertations
Name: __________________

Baseline Skills Writing Class Mastery Checklist

Indicate those skills that you have learned so far in our class (or already knew) by indicating Yes (Y) or No (N). If you feel you could use more practice, please answer Yes (Y) to that question.

___ Can create a personal folder on the desktop. (Need more practice? ___)

___ Can create a Word document and save it to the folder. (More practice? ___)

___ Can change fonts and font sizes in a Word document. (More practice? ___)

___ Can find and open a saved Word document. (More practice? ___)

___ Can save a document to a flashdrive. (More practice? ___)

___ Can print out a Word document. (More practice? ___)

___ Can search for a website to learn new information. (More practice? ___)

___ Can print out webpages and make notations to collect main ideas. (More? ___)

___ Can create a summary from new information. (More practice? ___)

___ Can use email. (More practice? ___)

___ Can send an email to someone with a document attached. (More practice? ___)

___ Can fill out and save a questionnaire. (More practice? ___)

___ Can find the saved questionnaire, open it, and continue filling it out. (More? ___)

___ Can copy text from a webpage and paste it into a Word document. (More? ___)

___ Can copy an image from a webpage and paste it into a document. (More? ___)

___ Can apply or adapt a note-taking system to capture main ideas and key details from a text. (More? ___)
Sample A

Write two sentences about the picture.

1) He is cleaning the table.

2)

Directions: For Numbers 1 and 2, write two sentences about each picture.

1)

2)

BOOKSTORE
We Buy Used Books

1)

2)
3 Request for Information Note

You are an employee and completed a work assignment. Write a short, polite note to your manager, Ms. Erika Gomez, to tell her that you finished the assignment. Also, ask her for your next assignment and ask when it starts and ends. Include today's date and the necessary parts of a letter.
Request for Assistance Note

You are moving to a new house on Saturday, November 30. Write a short note to your friend Richard. Ask him to help you move your furniture with his pickup truck. Include the necessary parts of a letter.
Think about an important day in your life. Write a paragraph to explain what happened and why it was important.
HOW TO COOK A STEAK

First, you have to season the meat with a little salt and pepper. Then you cook a little beans and rice to go with the meal. First you take two cups of rice.
HOW TO

I want to explain how to ....

To begin with... / You start by... / First, you....

After that... / Second...

Next, ... / Third, ...

Then, ... / Finally, ...
[Your Name]
Experience and Special Skills

1. My current job is.... My main duties are to.... I am particularly good at....

2. I was also employed as a.... My main duties were to.... I was particularly good at....

3. I have also served as a.... The tasks that I performed were to.... I was particularly good at.....

4. I also have several skills: First, I.... Second, I.... I can also ...
Transferable Skills Self-Assessment

Strong Work Ethic

1. Do you get satisfaction from doing a job well, even if you don’t get praised for doing it?
   - Yes
   - No
   - Sometimes

2. Do you complete important tasks even if you do not enjoy them?
   - Yes
   - No
   - Sometimes

3. Do you keep working on a task until it is completed, even if you run into problems?
   - Yes
   - No
   - Sometimes

4. If you answered "Yes" to most of these questions, you probably have a strong work ethic. Please provide a detailed example from your life that could be used in a job interview.
Positive Attitude

5. Do you work on difficult tasks without complaining?
   - Yes
   - No
   - Sometimes

6. Do you usually point out "the bright side" in situations rather than join in complaining, even when others do so?
   - Yes
   - No
   - Sometimes

7. Do you say to yourself, "I can do this," even when a task is difficult and you might have some doubts?
   - Yes
   - No
   - Sometimes

8. If you answered "Yes" to most of these questions, you probably have a positive attitude. Please provide a detailed example from your life that could be used in a job interview.
9. Do you take the time to explain something in a clear and logical way?
   ○ Yes
   ○ No
   ○ Sometimes

10. Do you listen to others carefully and let them know that you understand them?
   ○ Yes
   ○ No
   ○ Sometimes

11. Can you say something in more than one way, in case the first way doesn't get your points across?
   ○ Yes
   ○ No
   ○ Sometimes

12. If you answered "Yes" to most of these questions, you probably have good communications skills. Please provide a detailed example from your life that could be used in a job interview.
13. Do you plan ahead so you don’t run out of time that you need for a task or to show up on time for an appointment?
   - Yes
   - No
   - Sometimes

14. Can you decide which tasks are most important to do first; and if time is short, can you work on more than one at the same time?
   - Yes
   - No
   - Sometimes

15. Can you stay focused when doing a task rather than become distracted or waste time on something less important?
   - Yes
   - No
   - Sometimes

16. If you answered "Yes" to most of these questions, you probably have good time management skills. Please provide a detailed example from your life that could be used in a job interview.
17. When you run into problems with a task, do you figure out how to get around them?
   - Yes
   - No
   - Sometimes

18. Can you break tough problems into smaller, manageable pieces?
   - Yes
   - No
   - Sometimes

19. Can you ask others for guidance or information that you need to solve a problem?
   - Yes
   - No
   - Sometimes

20. If you answered "Yes" to most of these questions, you probably have a good problem-solving skills. Please provide a detailed example from your life that could be used in a job interview.
Transferable Skills Self-Assessment

Collaboration Skills

21. Do you treat other members of a team as contributors rather than competitors?
   - Yes
   - No
   - Sometimes

22. Do you give credit to other team members when tasks go well and avoid talking down other members who might not be contributing as much as you?
   - Yes
   - No
   - Sometimes

23. Do you allow team members to lead with their talents, and can you step in to lead when your abilities will make an important difference?
   - Yes
   - No
   - Sometimes

24. If you answered "Yes" to most of these questions, you probably have good collaboration skills. Please provide a detailed example from your life that could be used in a job interview.
25. When you take on a task, do you believe you can accomplish it, even if the task is very difficult and new?

- Yes
- No
- Sometimes

26. Can you risk "looking stupid" by asking questions or seeking assistance (because you know you aren't stupid by a long shot)?

- Yes
- No
- Sometimes

27. Can you step forward with an idea or suggestion, even when you feel shy or uncertain?

- Yes
- No
- Sometimes

28. If you answered "Yes" to most of these questions, you probably have a strong sense of self-confidence. Please provide a detailed example from your life that could be used in a job interview.
29. When someone points out a mistake you have made, are you able to listen without anger or resentment?

- Yes
- No
- Sometimes

30. Do you understand that criticism can often help you to improve how you perform a task?

- Yes
- No
- Sometimes

31. If someone angrily criticizes your performance of a task, are you able to hear the truth and mostly ignore the emotion in their voice?

- Yes
- No
- Sometimes

32. If you answered "Yes" to most of these questions, you are probably able to accept criticism. Please provide a detailed example from your life that could be used in a job interview and even benefit from it.
33. If there is a sudden change in a situation that irritates you, do you usually find ways to deal with it.?
   - Yes
   - No
   - Sometimes

34. Are you willing to try a different way of doing something from the way you decided on or are used to doing?
   - Yes
   - No
   - Sometimes

35. When you are asked to make changes in a task or project, do you understand that the change is not meant to hurt you personally?
   - Yes
   - No
   - Sometimes

36. If you answered "Yes" to most of these questions, please give a detailed example to show that you are able to be flexible and to adapt to new situations.
### Transferable Skills Self-Assessment

#### Self-Directed

37. When doing a task, are you able to take action without waiting for directions?

- [ ] Yes
- [ ] No
- [ ] Sometimes

38. When doing a task, do you repeatedly ask yourself, "What needs to be done next?"

- [ ] Yes
- [ ] No
- [ ] Sometimes

39. Do you periodically look ahead into your future and think of smart steps to take to move toward your goals?

- [ ] Yes
- [ ] No
- [ ] Sometimes

40. If you answered "Yes" to most of these questions, you are probably a self-directed person. Please provide a detailed example from your life that could be used in a job interview. Please give a detailed example to show that you are able to work under pressure.
COMBINING SENTENCES TO MAKE THEM MORE EXPRESSIVE

1. It rained hard all night. There was a lot of flooding.

   And?   Because?   Therefore?

2. I plan to enroll in a training program. I do not have enough money just now.

   But?   However?

3. The University of Lowell is fifteen miles away. I will need a car to get there in the fall.

4. We could visit the campus before the fall semester. We could look at the slide show on their website.

5. People have to wait in line at the college admissions window. The lines are long.

6. Cook the rice in boiling water. Cook it for ten minutes.

7. Crime scene investigators have to be prompt. They also have to be very thorough. And they have to be cautious as well.

8. Medical assistants must have a high school diploma. If possible, they should have some college credits as well.
### Cornell Notes

Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)

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Plants:

To form in growing, it is necessary for seeds to germinate. Pollination: The movement of Pollination:

Soil:

Nurtures from the air, nutrients from the roots and food in the trunk of an oak tree. Stem of a daisy or woody, like the trunk of an oak tree.

To other plant parts, stems can be herbaceous, like the bendable form of glucose from the leaves, conducting water and nutrients in the plant's plumbing system, support the plant. They act like stems do. Many things. They stems future use.

Roots:

Some also store extra food for the soil so it doesn't all grow. Roots help to anchor the plant, tiny root hairs stick out of the soil.

Plants adaptations:

Roots, seeds dispersed, making food, plant parts, starting to grow, introduction of plants.

Helpful terms:

Stems:

What do different plant parts do?
Seeds contain new plants. Seeds form in fruit.

Fruit

Fruit provides a covering for seeds. Fruit can be fleshy like an apple or hard like a nut.

Flowers

Flowers are the reproductive part of most plants. Flowers contain processes called photosynthesis.

Leaves

Leaves are made in their leaves. Leaves are designed to capture sunlight which the plant uses to make food through a process called photosynthesis.
The Different Parts of the Human Brain

By Charles Pearson, eHow Contributor

The brain completely controls the body; it is responsible for the thought and actions that produced this article. The brain is responsible for thought, emotion, perception, memory, learning, movement and the coordinated regulation of the entire body. Nerves send information from limbs and organs to the brain and the brain sends messages through these nerves back to various parts of the body. Have a question? Get an answer from a doctor now!

Related Searches
- Memory and the Brain
- Brain Stem Injury
- Parts of the Brain
- Brain Injuries
- Brain Damage

Other People Are Reading
- What the Different Parts of the Brain Do?
- Cognitive Brain Functions

Main Parts
The four main parts of the brain are the cerebrum, cerebellum, brain stem and limbic system. The cerebrum makes up most of the brain, basically the entire grey part on the top. Beneath that is the cerebellum, which is small and shaped like a ball. Adjacent to the cerebellum is the brain stem, which extends from the center of the brain to the spine. Within the cerebrum is the limbic system.

http://www.ehow.com/about_5349479_different-parts-human-brain.html
Cerebrum
The cerebrum exists for thought and action. The frontal lobe is used for reasoning, planning, movement, emotions and problem-solving. The parietal lobe, found at the top of the brain, is also used for movement, perception and recognition. The occipital lobe at the back is used for visual processing alone. At the bottom of the cerebrum is the temporal lobe, which is used for hearing, memory and speaking.

Limbic System
The limbic system, found within the cerebrum, is called the emotional part of the brain. The thalamus directs sensory perceptions; the hypothalamus controls emotions, thirst, hunger and equilibrium; the amygdala regulates memory, emotion and fear; and the hippocampus is used for memory and learning.

Cerebellum
The cerebellum is considered one of the older parts of the brain, meaning that on an evolutionary scale it was developed sooner than the cerebrum. The cerebellum controls movement, gait, balance and muscle tone. The importance of the cerebellum is made clear when someone receives damage to this part of the brain——such an injury often leads to uncoordinated movement and slowness.

Brain Stem
The brain stem is in charge of basic life functions. The human brain stem is similar to the brain stems of other species. The midbrain controls motor functions and relays sensory information from sensory organs. The pons control sensory analysis and motor control. The medulla oblongata regulates basic functions like heart beat and breathing.
To practice your English pronunciation, you can use The Change Agent’s website. Here are the steps to take:

1. Open a web browser and typed in this web address:
   http://changeagent.nelrc.org/
2. Type in “Massachusetts” for the user ID.
3. Type in “changeagent” as the password.
4. Click on the Current Issue.
5. Click on Jump to Table of Contents
6. Look for titles that have a headphone logo beside them. Then, check for a Level that’s good for pronunciation practice—maybe Level 5 or 6. If the Level is too hard, pick a title with a lower Level; if the Level is too easy, pick a title with a higher Level.
7. Once the article opens, you can click on each sentence and hear it read aloud. You can practice reading it aloud to yourself as many times as you wish.
8. After your reading becomes very smooth, ask Carey to listen to you read the article aloud without the audio.
Student Feedback Form

Name: ___________________________  Date: ___________________________

1. Please describe new skills or knowledge you have gained so far in our writing class.
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. What would you most like to learn that you have not yet learned?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. Is there anything you would like to change about this class to make it work better for you?
   ____________________________________________________________
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