

TOG WRITING TO CONNECT

2019-2020

Instructor: Jody Ingalls

(270) 501-0817, davidjodyingalls@gmail.com

Tentative Schedule and Assignments

*Essays are taken from the TOG Rhetoric History Evaluations (2009 version)

Co-op	Material covered in class	Assignment due the following co-op. Designed for Week 1	Assignment due the following co-op. Designed for Week 2 (italicized items may be optional for 2 nd year students)	2 nd Year track Complete wk 1-2 first unless noted.	Specific skills to be evaluated
1	Reasons for writing/ Words as Building Blocks	Essay wk 1, #2 Egypt has been called the “Gift of the Nile.” Describe how the Nile shaped Egyptian farming, Plan, select, and edit your words based on class notes. Include sense words.	Create a PUD. Follow directions on class handout. Use “Ancient World” words (still significant to you).	Listen to/read winning essays from previous VOD and PP contest (visit VFW.org)	Both assignments: Use of words to reflect notes from class
2	Verbs/Solid paragraphs	Essay wk 3, #2 “In the Ten Plagues, Yahweh demonstrated His superiority over the Egyptian deities.” Support this statement by describing three specific plagues. Using the three steps of writing we discussed, write one well-developed paragraph.	Think of a location or event from Ancient Egypt. Write a description of it, but limit yourself to describing only what could fit in a picture frame. Capture a snap-shot of time or place. **E-mail me this assignment by Tues evening, Sept. 15 (address above) for in-class critique	Write a second snap-shot. Use a military theme. *E-mail to me by Sept. 15 if possible.	All assignments: Use of words and verbs as discussed in class Essay: Unified, solid paragraph

			co-op 3.		
3	In-class critique/ Nouns	<p>Essay wk 6, #2 Summarize the overall message of Genesis in three sentences or less. Cut Clutter!</p> <p>Complete PUD exercises #1 and #3</p>	<p>Study notes on Nouns and complete the exercises.</p> <p>E-mail me your Abstraction paragraph only by Tuesday night, September 29.</p>	<p>Expand your military snap-shot into a rough draft for your VOD speech or PP essay.</p> <p>2nd Year: Skip PUD exercise #1 and Noun Exercises, <u>except</u> for the Abstraction paragraph. Complete that and e-mail it to me by Sept. 29.</p>	Use of words, nouns, verbs. Cut Clutter.
4	Five paragraph essays: planning/ In- class critique	<p>Essay wk 8 #1 “Though conditions were difficult for the Israelites in the wilderness, God took them through the ordeal in order to teach them about His character, His holiness, and His love.” Support this statement using specific details from the stories of Israel’s wilderness wanderings. Be sure to include evidence of your planning step with your completed 5-paragraph essay.</p>	<p>Essay wk 8 #2 Using a narrative format, discuss the difficulties Israel had in learning to relate to a holy God. How did they sin against God, how did God discipline them, and how did God demonstrate His amazing mercy and patience towards them during their stay at Mt. Sinai? You will use similar information in this essay, just in a narrative format (as discussed in class). This should be a</p>	<p>Complete your final draft for VOD or PP. Substitute this for week #2 assignment.</p> <p>I will return VOD/PP for polishing/recording.</p>	<p>Essay 1: Evidence of planning step/ Correlation btw plan and essay</p> <p>Essay 2/ VOD/PP: Solid use of words, nouns, verbs, CC</p>

			narrative paragraph—not a short story with dialogue.		
5	Essays: Introductions (hooks and thesis statements) & Conclusions	Essay wk 12, #1 “The Chinese were arguably the most inventive people of the ancient world.” In a detailed essay, describe three categories of inventions (e.g. scientific, technological, and artistic) that support this statement. 5-paragraph essay.	Make a list of at least 15 (3 per day) items, actions, or people. For each item or person, list three adjectives or adverbs, two similes, and two metaphors. (Remember lit. class notes on poetic devices.)	Record VOD or submit PP.	Essay: Engaging hook, clear thesis/paragraphs consistent with thesis.
6	Modifiers and comparisons / Essay: transitions	Essay wk 13, #2 When discussing Egyptian mythology, we saw that their deities were created by the Egyptians and therefore gave insight into their culture. Discuss how Greek mythological stories reveal Greek values. What do they love, what do they fear, and what are the traits of their heroes? 5-paragraph essay.	Write a paragraph or two extension of a Greek myth you have read (or create a short new one). Copy the style, tone, and message as best as you can.	Pick a topic from the krla.org website for their 2016 essay contest. Read the winners from last year ☺. Write a tentative thesis.	Essay: Quality transitions connecting a well-structured essay. Myth: Writing with appropriate modifiers (based on class notes).
7	Sentences/ Essay: Compare and Contrast	Essay wk 15 # 2 Compare and contrast Moses and Joshua as types of Jesus. Detail the ways in which their lives and roles in redemptive history foreshadow the coming Messiah. Plan and write.	Edit/Polish your essay for sentences, word use, clutter, etc. Bring a copy of your essay to class on Dec. 10. <u>In addition, e-mail me a copy of what you</u>	Find sources for your KRTL essay. (optional: write a thesis for the KY Ag essay (www.kyagr.com))	Organization, correct use of sentences, effective word choice . . . the whole shebang!

			have done by Tuesday Dec. 8		
8	Editing sessions with instructor/PUD activities. (Bring work to do in class if needed.)	Merry Christmas! Before Christmas break and after the New Year, be sure to complete the literature assignments for Co-op 9 (distributed in class). This will double as your writing work.	Merry Christmas!	Merry Christmas! Work ahead on KY RTL or KY Ag if desired.	
9	Poetry PUD	TENTATIVE* Complete literature assignments for co-op 10 (distributed in class).	*Write your own Psalm. Include at least four examples of techniques covered in <i>Words of Delight</i> (parallelism, simile, personification, etc.) Identify techniques in page margin. **E-mail psalm to me by Tuesday night, Jan 26	5-15 Notecards for KY RTL. (Optional: ideas/outline for Ag essay)	Psalms: Correct format, quality word selection, correct use of poetic devices
10 Jan 28	In-class group critique Poetry	Essay wk 22 #2 “The Israelites as a nation proved themselves to be arrogant, self-reliant, and unbelieving in the history of events that led up to the Babylonian captivity.” Assess the validity of this statement, using concrete examples from your study of	Write a short psalm as an Israelite man or woman who is coming back from exile. Consider his or her physical, political, and social realities and how God might provide and help. Reveal	10-15 notecards for KY RTL. (Optional: rough draft Ag essay—may skip 1st assignment if completing this.)	Essay: Well-polished essay. Creative piece: Accurate reflection of poetic techniques.

		history and the Bible. One-two paragraphs.	facts that you would put into an essay.		
11 Feb 11	Unity and Coherence PUD	Essay wk 25 #2 “Classical Greece achieved some of the greatest cultural accomplishments in the ancient world.” Support this statement by describing the distinctive features of Greek art, architecture, and drama. Essay type TBA (possibly different for different tracks).	<i>Unity and Coherence Exercises</i> handout. All students: be prepared for in-class mini-lessons for co-op 12 (see Unity and Coherence Exercises).	10-15 notecards KY RTL. Main points for essay outline. Optional: final draft Ag essay)	
12 Feb 25	Mini-lesson review In-class critique (previous work)	Essay wk 25 #2 “Classical Greece achieved some of the greatest cultural accomplishments in the ancient world.” Support this statement by describing the distinctive features of Greek art, architecture, and drama. 5-paragraph format.	Polish essay. E-mail me what you have completed by Tuesday evening or Wednesday morning, February 23 or 24. Bring a final draft copy to co-op 13.	Additional notecards as needed. Outline and rough draft KY RTL essay. (Skip this week’s essay if doing KY RTL)	Correct 5-paragraph essay format, class notes/techniques, mechanics.
13 Mar 17	Editing sessions with instructor Bring work to do in class.	Essay Wk 26 #2 Compare and contrast the leadership styles, achievements, and failures of Solomon and Pericles, who were both great and wise leaders at crucial times in their nation’s histories. OR Essay wk 28 #2 Compare and contrast the Roman and Greek pantheons. In what ways are they similar? Where are the major differences? What	Polish essay. Remember class notes. E-mail me a final copy by Tuesday night, March 22. Bring a hard copy to co-op 14.	Final draft for KY RTL essay. I will return for polish and submission Plan wk# 1 essay and then write in one sitting. Time yourself.	Essay: Correct C&C 5-paragraph format, class notes/techniques, mechanics.

		similarities and differences in cultures do the two pantheons represent?		Skip wk# 2 polish step and concentrate on KY RTL. E-mail KY RTL to me Tuesday night, March 22.	
14 Mar 31	In-class critique Persuasive writing	Essay wk 31 #2 “The Celts were formidable foes for Julius Caesar.” Support or refute this statement with reference to the Celts’ abilities in war, their tribal structure, and their geographical region.	God so orchestrated events that the Roman Empire was in power during the life of Christ and the Apostles. Roman peacekeeping activities, infrastructure, and prosperity enabled the spread of Christianity. Why do you think God has our government in place at this time in history? How can you interact with our current government and society? Pick a topic related to local or national government or society. Brainstorm about ideas for a letter to the editor. Bring a topic/ideas to class next week.		Writing skills learned in class to date Persuasive writing techniques
15	In-class critiques	Do any needed research for your letter. Write the rough draft.	Write the final draft for your letter to the editor.		Writing skills learned in class to date

Apr 21	Letters to the Editor				Persuasive writing techniques
16 M A Y 5	Read letters to the editor				