

Manufacturing Curriculum:

Contextualized Writing
Module

Supplemental Resources from
the Adult Education Field

Statewide Manufacturing Curriculum: Contextualized Writing Module

For use with **Outcome #1** – Identify and examine written industry-specific documents for purpose and audience – **Activity 3** – Student maintains an activity log

As a way to create a true work environment, students are not only responsible for keeping a log of the activities they complete on a day to day basis, but they are also required to clock into class (with actual time clock and card).

Submitted by Tiffany M. Bruessard, Prairie State College

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For use with **Outcome #3** – Practice writing style appropriate for the workplace – after **activity 8** - Student practices writing on topics from the *OSHA Safety Training Handbook* and uses Editing Checklist

Submitted by Pam Nevius, Illinois Central College

Check for prior knowledge of the phrase “lock-out, tag-out.” Usually, several students will have knowledge of this basic safety practice. If not, first ask the students, “What do you think “lock-out, tag-out” might mean in a machine shop with several employees operating possibly dangerous machinery?” Or the instructor may arrange for a guest speaker (for example someone who once worked or is now working in manufacturing) to lead a discussion. The term may also be found on Google.

Next, the students get into groups of two or three and complete the short paragraph stressing word choice (attached). Finally, the groups will share their paragraphs.

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For use with **Outcome #5** – Apply mechanics to writing – ongoing use with **Activity 14** - practice writing mechanics

Submitted by Pam Nevius, Illinois Central College

Students will take notes of guest speakers, field trips, mock interviews and career fairs attended during the semester. After each experience, students will use their notes to write summaries. Students will be in a computer lab, but this is not a test. They may get help from the instructor or other students while writing their first drafts. Students must use the Editing Checklist found on page 24 of the Writing Module and the list of Top Seventeen No-No's. This list and a summary rubric are below.

Students will edit their own rough drafts, have peer edits and rewrite the instructor's edits with the final paragraphs handed in as one document at the end of the semester.

This activity also supplements the Technology Module by practicing Microsoft Word and the Career Development Module by actively engaging students to take notes during the career experiences.

Top Seventeen No-No's Of Writing

Use this checklist to avoid making these errors☺

1. "I am going to tell you about..." or "This essay will be about..." ☹
2. Don't use *a lot* or alright. Use many or numerous or a great deal or other synonyms for a lot. If you ever, really must use *a lot*, remember they are two words, not one.
3. Misused words such as their, there, they're...to, too, two...it's, its...your, you're,...whose, who's...which, witch,...were, where,...are, our (look them up on Bb/external links/dictionary or ask for help editing)
4. You, your or yours...Instead use *one, someone, a person, an individual*.
5. Could of or should of or would of...Instead use could have, should have, would have.
6. Changing verb tense... He calls his mom and walked to school☹ He called his mom and walked to school☺
7. Run-ons and fragments☹ Edit, edit, and read your work out loud to see if your "sentences" are really sentences, not parts of sentences or sentences all running together!
8. & or + signs (ampersands) or etc. or w/ or i for I or any other text messages
9. Skipping extra lines between paragraphs instead of indenting them
10. Starting a sentence with and or but
11. Using cause for because
12. Using like as a transition instead of such as or for example
13. Writing numerals under 100 instead of words...2 for two or 10 for ten
14. Using guys, stuff, dude, cool or other slang
15. Writing, *The end* at the end of your paper
16. Using text messaging (If u use it, i no u probly won't pass cuz it's not gud English, lol!
17. Not taking time to go to edit a paper☹ If you have any time at all, read it over to see if the sentences makes sense.

Name _____

Date _____

Manufacturing Bridge Class

Rubric for Summaries of Field Trips, Guest Speakers, Mock Interviews and Career Fairs

A summary is a brief account (five to seven sentences will be sufficient) **in your own words** of what one experienced. Each speaker, field trip, mock interview or career fair one attends should be treated in a separate paragraph and added to this document as a whole. For example, if there are two field trips, two guest speakers, two mock interviews and only one career fair during the semester, this paper will have **seven paragraphs when finished**; however, each paragraph should be edited and submitted when its due date is announced. If a student fails to attend one or more of these experiences, they will not be able to write the summaries and lose points. Each completed paragraph will receive five points automatically, but each paragraph will be awarded up to an additional ***five*** points for each of the following areas:

Focus: State where and when the event occurred and identify the people mentioned in the first or second sentence. Also, mention the business or organization and, if available, the position or titles the speakers hold in that business or organization.

Organization: Each paragraph should contain information that follows a smooth, logical flow of ideas. Combine sentences and avoid a series of short, choppy sentences that add little to the important information given.

Elaboration: Determine the main, important information given and avoid or eliminate less important information. Convey the main ideas in your own words, but, if necessary, use a quote or paraphrase what the speaker said and then cite the source! In other words, give the speaker credit for his or her words. One may mention an interesting fact or experience noted by the speaker; however, summaries should NOT include any personal opinions of what was said or experienced. An opinion may change in the future, and it is not necessary in a summary unless the instructor asks for one.

Conventions: Use correct spelling, grammar, punctuation and sentence structure. Double space the lines and use Calibri or Times Roman, size 12 font. Staple this rubric on top of and submit your paper on the **due date**.

Editing: Use the Editing Checklist and Top Seventeen No-No's. Have someone else edit each paragraph and sign their names at the bottom of the rubric.

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