Learning Contract

Contract Information

NAME ________________________________ Contract # _________
Address __________________________________ Begins on _________
Phone: Home ______________ Work ______________ Ends on _________
I. D. # __________________________________ Credit Expected _________
Mentor ________________________________ Code: ________ Final Contract _
Center Genesee Valley Center Status _ Full-time _ Half-time

Give description of: (A) PURPOSES of this study; (B) LEARNING ACTIVITIES to be undertaken and (C) methods and criteria for EVALUATION. Use the underlined as headings for the three sections of the Contract.

(A) PURPOSES:

ESL Composition: (2 imputed, liberal study) Mentor Herbert Shapiro with Tutor Neil Ward

This transitional study is designed for students of English as a Second Language who require some guided practice and development to learn how to write college-level essays in the American academic style. This study is intended to prepare ESL students for a standard College Writing study by building vocabulary, increasing mastery over English grammar, and increasing confidence and familiarity in expressing themselves in brief English compositions through a variety of reading and writing activities supplemented by specific grammar exercises.

(B) LEARNING ACTIVITIES:

The student will complete several reading/writing assignments from Ann O. Strauch’s Bridges to Academic Writing and review them with Mentor Shapiro and Tutor Ward. Learning activities will focus on understanding paragraph structure and the function of topic sentences and main ideas, using introduction and conclusion techniques, and increasing awareness of the expectations of the US academic audience. The student will produce and revise four short compositions as outlined in section two of Bridges to Academic Writing. Through these assignments, the student will learn how to:

• Summarize an article or other reading;
• Establish a main idea;
• Provide examples;

Signatures

Student ________________________________ Date ________________
Mentor ________________________________ Date ________________
Center Director _________________________ Date ________________
Supply reasons and explanations;
Write appropriate introductory and concluding sentences, as well as informative titles.

Supplemental grammar and vocabulary exercises will be provided by Tutor Ward to further strengthen the student's writing skills. For example, several grammar exercises will be taken from Betty Azar's Understanding and Using English Grammar in order to review parts of speech (word forms), verb tenses, modals, irregular verbs, article usage, conditionals and gerunds vs. infinitives.

(C) EVALUATION:

Mentor Herb Shapiro and Tutor Ward will evaluate the student's work by means of several individualized conferences with Tutor Ward and by close review of both drafts and final copies of all written work. Essays will be evaluated on the basis of the student's improved proficiency in establishing:

- The ability to formulate a main idea at both the paragraph and essay levels;
- Coherent and well-organized structure at both the paragraph and essay levels, as shown by clear introductions, conclusions, and transitions;
- Clear ideas supported by sufficient detail;
- Improved control in the usage of English grammar and mechanics;
- Some growth in expressive English vocabulary, including vocabulary which shows relationships between ideas;
- Prose which meets the expectations and purposes of academic discourse.