

Janet Spitler
Writing Educator's Symposium
Marking and Grading

- We should carefully consider the purpose of marking on students' papers.
- A grade can be given to communicate to the student how well they did in fulfilling the given task, or how well they have learned and can apply the information presented.
- If there's no chance for a rewrite, there's no need to mark the paper with anything but positive, encouraging comments.
- Students will put more energy into repeating something they did correctly than not repeating a mistake.
- If our goal is to teach editing skills, we will have much greater success if we begin by having students learn and refine their proofreading and editing skills on something other than their own compositions.
- It is much easier to find and fix someone else's mistake than one's own.
- To effectively edit ourselves, we need to read out loud what we've written—or better yet, have someone else read it out loud to us.
- Usually it requires a very skilled teacher to pull off successful peer editing without someone feeling criticized, hurt, or misunderstood by a classmate who didn't have the experience to offer truly helpful corrections and suggestions.
- The word *correct* implies wrongness, whereas in writing there can be sentences which are awkward but perfectly legal, as well as usages that are technically "illegal" but very effective.
- "Teach at the point of need" means discovering what the students' challenges, weaknesses, or misunderstandings are, and then finding or designing activities that will address those problems.
- We must design our lessons based on what the students need to know, when they need to know it, and not give a lesson just because it is on the next page of the workbook, or because it conforms to someone else's schedule.

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The Dirty Dozen

Student's Name

The Dirty Dozen

Bible

Mrs. Spitler

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God had a plan with his disciples far beyond the dreams of fishermen, tax collectors, and zealots. Around 27 A.D the twelve disciples were appointed and sent out. (5) Although the disciples were mostly on their own, Jesus made a Great Commission to them to go out to the world and spread the Gospel. When the disciples were appointed to be Jesus' servants, when they were sent out to preach locally, and when they received the Great Commission, it showed us all that even the lowly can become magnificent.

(1) The twelve disciples were dejected although the number twelve could call to mind the twelve Patriarchs. (3) Amazingly, this lot of doleful men would become the greatest missionaries, even though they were tax collectors, fishermen, zealots, and eventually a betrayer. (5) After the twelve were appointed, the twelve were Simon Peter, Andrew, James, John, (sons of thunder) Matthew, Thaddeus, Simon the zealot, and Judas Iscariot, who would betray the Christ, Jesus. (1) How could this rambling group of nostalgic men be fit for such a job as going out to the nations to spread a "Gospel" of a carpenter's son??? (2) Despite this, Jesus, "infinite, eternal and unchangeable in his being, wisdom, power, holiness, justice, goodness, and truth"1 had equipped them with a will greater than toiling to daily keep food on the table.

(3) Finally, the twelve were equipped, and Jesus started to train them more intensively. (1) Jesus sent them out for the first time to preach, heal and cast out demons. (3) Surprisingly, they were sent out with no money, food, and only one set of clothes. (4) Preaching, they were to find courteous hospitality in a house in a town and inquire of the master if he could stay. (6) Their message: hope or judgment. (5) If a town would not accept their message, it would be worse for them than the people who lived in Sodom and Gomorrah because they had committed

a crime against. (2) Because of this, God now not only equipped the twelve with a will but the power to speak and carry a message which would change the world.

(5) After Jesus had fitted out the twelve disciples, he requested that they take on a mission with these four commands: to go out to all nations to preach the Gospel, to make disciples, to baptize those who believed their message, and to follow all the commandments Jesus had given them. (2) After this, the twelve were furnished with three things: a will, a power, and the Word of God. (6) How could this be done? (1) The disciples must have been scratching their heads. (4) Traveling, some of the twelve would be killed brutally. (3) Finally, Jesus sent them out after they had received their mission to go to places they had never been, to faithfully preach for a radical man from Nazareth.

When the disciples' were appointed, when they were sent out, and when they received the Great Commission, it mirrored that even the lowliest of the low can become those who will "sit on twelve thrones, judging the twelve tribes of Israel." "The Dirty Dozen" were equipped with so great a power that they could actually attempt to go to the whole world to preach of someone who was of such a city as Nazareth. Obviously, this shows that origin doesn't necessarily affect the greatness of one.

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Concept Chart

Structures	Unit 1 (outlines & speeches)	Decorations	Question	
	Unit 2(rough draft)		Conversation	
	Unit 3 (story sequence)		3 SSS	
	Unit 4 (summarize reference)		Dramatic opening/closing	
	Unit 5 (event description)		Simile	
	Unit 6 (multiple references)		Metaphor	
	Unit 7 (prompt writing)		Alliteration	
	Unit 8 (formal essay)		Personification	
	Unit 9 (critique)		Bibliography	
	Combining models		Works cited	
Dress-ups	Who/which (adjective clause)	Citations	Quotations	
	Invisible who/which (appositive)		Citations	
	“ly” (adverb)	Capitalization	First word	
	Www.asia.beauu (adverb clause)		People	
	Strong verb		Titles	
	Quality adjective		Things	
	Noun clause		Events	
	Duals		Places	
	Teeter-totters		Times	
	(1) Subject		Proper adjectives	
(2) Prepositional	Period			
(3) “ly”	Question mark			
Sentence Openers	(4) Ing, ed, to, (verbal)	Exclamation point		
	(5) Clausal,	Comma to separate		
	(6) VSS	Comma to set off		
	(T) Transitional	Comma to introduce		
	Usage	Fragment	Punctuation	Apostrophe
		Run-on		Quotation marks
		Awkward structure		Semicolon
		Homonyms		Colon
		Subject/verb agreement		Ellipsis
		Verb tense		Em dash
Point of view		En dash		
Proper case		Slash		
Pronoun reference		Parentheses		
Pronoun/antecedent agreement		Brackets		
Other	Parallelism and triples	Audience		
	Comparison	Tone		
	Misplaced elements	Organization		
	Redundancy	Flow		

