

**Grossmont College Project Success Learning Communities  
Linked-Course Assignments and Activities**

<b><u>Linked Course Titles and Numbers</u></b>	<b><u>Actual Weekly Class Hours</u></b>	<b><u>Credits and Credit Type</u></b>
<b>English Fundamentals (98W)</b> Instructor: Sara Kovacs	4	4 units Nondegree Credit Course
<b>Reading Fundamentals (98R)</b> Instructor: Jenny Nolen	3.5	3 units Nondegree Credit Course

### **Description of Student Level**

English 98/98R students typically enter the course with 6<sup>th</sup>-9<sup>th</sup> grade reading levels and need to develop their grammar, sentence writing, and paragraph writing skills.

### **Linked Assignment**

#### **Primary Materials**

- *Tuesdays with Morrie* by Mitch Albom, a true story about Mitch's professor who is dying of Lou Gehrig's Disease
- highlighters in different colors

#### **Objective(s)**

Upon completion of all activities and assignments, students will

1. improve their active reading skills as they annotate *Tuesdays with Morrie*
2. improve their literal and inferential reading skills as they answer study guide questions about *Tuesdays with Morrie*
3. improve their ability to identify main ideas and supporting details in paragraphs
4. improve their ability to write a coherent, well-developed paragraph in response to *Tuesdays with Morrie*
5. increase their interest in reading (students usually love *Tuesdays with Morrie*)

### **Description**

#### **In the Reading Class**

- To introduce *Tuesdays with Morrie*, the reading instructor reads the students into the book and uses the document reader to show them how she annotates when she reads to them. Once she reaches a passage about Lou Gehrig's Disease, she asks the students to share what they know about Lou Gehrig and this disease.
- To further expand their knowledge, they go into the reading lab and do a google search for Lou Gehrig's Disease. They list five facts about the disease and then return to the classroom and share their knowledge in a class discussion.

- The reading instructor provides the students with a list of literal and inferential study guide questions to answer while they read the book.
- The reading instructor also asks them to write one-paragraph responses to some of Morrie's aphorisms.

**Example Reading Response question: Morrie explains that “Life is a series of pulls back and forth. You want to do one thing, but you are bound to do something else” (Albom 40). What are some specific examples from your own life that illustrate this statement?**

After they write their response, they underline their main idea, circle their transitions, and highlight each example in a different color.

- The reading instructor quizzes the students once a week to “motivate” them to keep up with the reading.
- The reading instructor gives the students an objective test on the entire book to ensure that they have read it before they write about it.

### **In the Writing Class**

- The students write a one-paragraph composition which responds to the following prompt:

**In *Tuesdays with Morrie*, Mitch Albom writes about the unexpected friendship that ensues between a wise older man, Morrie, and himself. Similarly, in *your* life, who is a person that served as a MENTOR and helped shape who you are today? What was some of the advice that this person gave you? Give three specific examples of how this person guided you. Use vivid, clear details. In your conclusion, say how your life has changed as a result of this advice.**

- When the students submit their paragraph, they underline the topic sentence, circle the transitions, and highlight each example in a different color.