Assignment 1 Worksheet - “Note to Teachers” and “Introduction” in *The Second Draft*

Please answer the following questions:

1. According to this course, what is the definition of syntactic maturity?

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1. Describe any frustrations you’ve experienced in trying to improve students' syntactic maturity. Explain any teaching strategies you currently use to help students improve the syntactic maturity of their sentences (also known as syntactic/sentence fluency, syntactic/sentence complexity), the type of growth you observe as a result of those teaching strategies, and the disadvantages or drawbacks that are associated with those teaching strategies.

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1. How would you describe the preparation you have received through education or curriculum resources to address syntactic maturity in your classroom?

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1. Complete the following statement.

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| “Composing more complex sentences is only valuable to the extent that \_\_ |

1. According to The Guiding Principles of Revision in the introduction, what general practices should writers employ in response to the following?

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| Readers understand sentences as little stories or narratives.   |  | | --- | |  |   English readers predict the ideas that will be contained in an upcoming sentence based on information they just read.   |  | | --- | |  |   It is not the reader’s job to clear up the ambiguities in our writing.   |  | | --- | |  |   English readers look for clues in sentence structure that indicate the relative importance of information.   |  | | --- | |  |   English readers understand sentences as conceptual units.   |  | | --- | |  |   The more sentences and words a reader must decode, the greater their cognitive load.   |  | | --- | |  | |