# **Title: The Plagues of Writing**

Obje	Objectives												Time frame to Complete											
The student will recognize and correct spelling errors, capitalization errors, punctuation errors, and word usage in a sample report in order to produce a more professional												45 minutes												
document.										N	NRS EFL 4													
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Stackable Cert. Documentation	Technology	Study / Life skills	EL-Civics	Career Pathways	Police	Paramedic	Fire Rescue	Medical Asst.	EKG / Cardio	Phlebotomy	Practical Nursing	Healthcare Admin	Pharmacy Tech	IMT	AMT	HVAC	Welding	Other:						
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Standard(s) Addressed in Lesson Writing																								
<ul> <li>Benchmark(s) Addressed in Lesson</li> <li>W.4.15. Use correct spelling consistently in writing.</li> <li>W.4.16. Punctuate writing correctly using semicolons, colons, hyphens, dashes and brackets.</li> <li>W.4.17. Use correct capitalization.</li> <li>W.4.20. Proofread writing and edit to improve conventions and to correct dangling and misplaced modifiers, fragments and run-ons.</li> </ul>																								
Materials The Plagues of Writing passage Pen or pencil Computer with word processing program																								
Learner Prior Knowledge Basic vocabulary of pharmaceutical terms; knowledge of the basic conventions of writing; knowledge of audience, purpose, and credibility.																								
Activities <u>Step 1</u> Distribute <i>The Plagues of Writing</i> passage to students. Read the passage aloud. A student volunteer may read the passage or the instructor may read the passage to the class. Discuss with the class why this passage might be written (purpose) and who will be reading this passage (audience). Ask the class to offer reasons for insuring that a document contains professional writing conventions, including spelling (credibility).																								
<u>Step 2</u> Each student will then make corrections to the printed passage. Next, students, using a computer word processing program, will key in the passage, showing the corrections they have made.																								

<u>Step 3</u> Students may utilize the spelling and grammar tools in the word processing program to check their work. Then, students may compare their passage to the correct version of the passage.

<u>Step 4</u> Each student will, according to the instructor's directions, either print the corrected passage or save the

corrected document in a computer file.

<u>Step 5</u> Review and re-teach as necessary.

#### Assessment/Evidence

Students will compare their written passage to the correct version of the passage.

## **Adaptations for Beginning Students**

Beginning students may use a shorter version of the passage or may expect a higher number of errors. Such students may also be given extended time.

### Adaptations for Advanced Students

Advanced students will be expected to have few or no errors and may be given a challenging time limit for completing the assignment.

# **Teacher Reflection/Lesson Evaluation**

Students should easily perceive the importance of polished writing for creating clearer communication in a professional document.

This lesson was created by Middletown ABLE.

In the Autumn of 1994 a outbreak of plague had all ready caused the deaths of 58 people in New Delhi india in it's first few weeks. Alarming everyone. There wasn't hardy one person who's thoughts didn't turn to the fourteenth century when in europe a similiar plague casued 25000 to die. Both outbreaks were caused by the contagious bacteria Yersinia pestis. However, in the 1300's physicians didn't have no concept about the cause and made outlandish suggestions. Patients were supposed to put pigeon blood on there foreheads or have lizards suck the poison out of there sores. Twentieth century physicians understood the cause better then fourteenth century doctors and they treated the 1994 plague effectively by utilizing antibiotics and good sanitary practices.

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