

The Accelerated Learning Program
The Community College of Baltimore County



Credit-Level Comp

Developmental ALP

week 1
day 1

discussion: intro to course
discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class

week 1
day 2

group activity: discussing theses from SW1

week 2
day 1

group activity: discussion of all the theses from SW1

week 2
day 2

Credit-Level Comp

Developmental ALP

week 1 day 1	<p>discussion: intro to course</p> <p>discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class</p>	<p>ice breaker: getting acquainted</p> <p>discussion: how to get started on a writing project</p> <p>SWA students make a list of reasons why they are in a developmental writing course</p>
week 1 day 2	<p>group activity: discussing theses from SW1</p>	<p>discussion: why they are in development writing</p>
week 2 day 1	<p>group activity: discussion of all the theses from SW1</p>	
week 2 day 2	<p>group activity: who should get reserved parking places. An exercise that encourages deeper thinking.</p>	

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week 1 day 1	<p>discussion: intro to course</p> <p>discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class</p>	<p>ice breaker: getting acquainted</p> <p>discussion: how to get started on a writing project</p> <p>SWA students make a list of reasons why they are in a developmental writing course</p>
week 1 day 2	<p>group activity: discussing theses from SW1</p>	<p>discussion: why they are in development writing</p> <p>group activity: discussing a bar chart</p> <p>group activity: critiquing an example or two of SW1 by ALP students from the point of view of thesis and unity</p>
week 2 day 1	<p>group activity: discussion of all the thesis from SW1</p>	
week 2 day 2	<p>group activity: who should get reserved parking places. An exercise that encourages deeper thinking.</p>	



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Developmental ALP

week 1 day 1	<p>discussion: intro to course</p> <p>discussion: intro to SW1 (tell me one interesting thing about the kind of person you are), due before next class</p>	<p>ice breaker: getting acquainted</p> <p>discussion: how to get started on a writing project</p> <p>SWA students make a list of reasons why they are in a developmental writing course</p>
week 1 day 2	<p>group activity: discussing theses from SW1</p>	<p>discussion: why they are in development writing</p> <p>group activity: discussing a bar chart</p> <p>group activity: critiquing an example or two of SW1 by ALP students from the point of view of thesis and unity</p>
week 2 day 1	<p>group activity: discussion of all the thesis from SW1</p>	<p>SWB will ask students to write about someone they know who worked hard and, as a result, got ahead.</p>
week 2 day 2	<p>group activity: who should get reserved parking places. An exercise that encourages deeper thinking.</p>	<p>discussion: of SWBs and discuss what people thought the phrases “work hard” and “get ahead” really mean.</p> <p>group activity: when is it okay to lie.</p>

Credit-Level Comp

Developmental ALP

	Credit-Level Comp	Developmental ALP
week 2 day 2	group activity: who should get reserved parking places. An exercise that encourages deeper thinking.	discussion: of SWBs and discuss what people thought the phrases “work hard” and “get ahead” really mean. group activity: when is it okay to lie.
week 3 day 1	group activity: students will examine a series of photos of the contents of the pockets of a man found unconscious	
week 3 day 2		
week 4 day 1		



The WALTERS
ART MUSEUM

MEMBER

Level: Dual/Family
Good through: 2/28/08

ID: 2599
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2901 Boston Street
Apartment 309
Baltimore, MD 21224



001071600020928

WWW.THEWALTERS.ORG

410-547-9000, EXT. 283

ID: 582097 Member Since: 1/1/07

Mr. Peter Adams
Ms. Donna Crivello

Category: Family/Dual
Expires: 1/1/08



breath mints

Hilton Honors card

Continental Air frequent flyer card

he was disorganized

stimulants

Euros

he liked art

he cared about hygiene

laundry slip from June

he had an ATM card from August

he had a comb

Metropolitan Museum card

he drove a Volkswagen

Smithsonian Museum card

big tipper

Walters Art Museum card

liked to travel

Credit-Level Comp

Developmental ALP

week 2
day 2

group activity: who should get reserved parking places. An exercise that encourages deeper thinking.

discussion: of SWBs and discuss what people thought the phrases “work hard” and “get ahead” really mean.
group activity: when is it okay to lie.

week 3
day 1

group activity: students will examine a series of photos of the contents of the pockets of a man found unconscious
group activity: using concrete and specific language; the strawberry activity

week 3
day 2

week 4
day 1

red

juicy

delicious

little green seeds

round

sweet smelling

plump

green stem and couple of leaves

whitish at bottom

white when you cut open

red
juicy
delicious

round
sweet smelling
plump

red

juicy

delicious

little green seeds

round

sweet smelling

plump

green stem and couple of leaves

whitish at bottom

white when you cut open

little green seeds

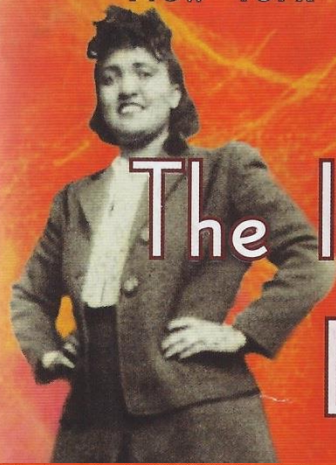
green stem and couple of leaves
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Developmental ALP

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week 3 day 1	group activity: students will examine a series of photos of the contents of the pockets of a man found unconscious group activity: using concrete and specific language; the strawberry activity	SWC: SWC will ask students to write about someone they know who worked hard and, nevertheless, did not get ahead.
week 3 day 2	SW2: written in class, will ask students to describe the cafeteria. Reading: first 48 pages of <i>Henrietta Lacks</i> for next Tuesday.	discussion: previewing and predicting <i>Henrietta Lacks</i> . Also, a discussion of voice in <i>Henrietta Lacks</i> .
week 4 day 1		

New York Times Bestseller



The Immortal Life

Doctors took her cells without asking. Those cells never died. They launched a medical revolution and a multimillion-dollar industry.

More than twenty years later, her children found out. Their lives would never be the same.

Rebecca Skloot



Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more. Henrietta’s cells have been bought and sold by the billions, yet she remains virtually unknown, and her family can’t afford health insurance.

tory with grace . . . Made my hair stand on end.”

—NEW YORK TIMES BOOK REVIEW

“Beautifully crafted . . . Thanks to the author’s narrative skills, it is a tale that one experiences rather than reads.”

—SCIENCE

“Funny, tender . . . A cast of characters whose anger, generosity, pride, and improbable grace make them impossible to forget.”

—DALLAS MORNING NEWS

VISIT REBECCASKLOOT.COM AND HENRIETTLACKSFOUNDATION.ORG.



Also available as an eBook and an audio from Random House
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BroadwayPaperbacks.com

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HeLa cells: Florida State University Research Foundation
Author photograph: Manda Townsend

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Science – Cultural Studies

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A Few Words About This Book

This is a work of nonfiction. No names have been changed, no characters invented, no events fabricated. While writing this book, I conducted more than a thousand hours of interviews with family and friends of Henrietta Lacks, as well as with lawyers, ethicists, scientists, and journalists who've written about the Lacks family. I also relied on extensive archival photos and documents, scientific and historical research, and the personal journals of Henrietta's daughter, Deborah Lacks.

I've done my best to capture the language with which each person spoke and wrote: dialogue appears in native dialects; passages from diaries and other personal writings are quoted exactly as written. As one of Henrietta's relatives said to me, "If you pretty up how people spoke and change the things they said, that's dishonest. It's taking away their lives, their experiences, and their selves." In many places I've adopted the words interviewees used to describe their worlds and experiences. In doing so, I've used the language of their times and backgrounds, including words such as *colored*. Members of the Lacks family often referred to Johns Hopkins as "John Hopkin."

I first learned about HeLa cells and the woman behind them in 1988, thirty-seven years after her death, when I was sixteen and sitting in a community college biology class. My instructor, Donald Defler, a gnomish balding man, paced at the front of the lecture hall and flipped on an overhead projector. He pointed to two diagrams that appeared on the wall behind him. They were schematics of the cell reproduction cycle, but to me they just looked like a neon-colored mess of arrows, squares, and circles with words I didn't understand, like "MPF Triggering a Chain Reaction of Protein Activations."

When people ask—and seems like people always be askin to where I can't never get away from it—I say, Yeah, that's right, my mother name was Henrietta Lacks, she died in 1951, John Hopkins took her cells and them cells are still livin today, still multiplyin, still growin and spreadin if you don't keep em frozen. Science calls her HeLa and she's all over the world in medical facilities, in all the computers and the Internet everywhere.

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week 3 day 2	SW2: written in class, will ask students to describe the cafeteria. Reading: first 48 pages of <i>Henrietta Lacks</i> .	discussion: discuss strengths and weaknesses of several examples of SWC discussion: previewing and predicting <i>Henrietta Lacks</i> . Also, a discussion of voice in <i>Henrietta Lacks</i> .
week 4 day 1	group activity: discuss the first 48 pages of <i>Henrietta Lacks</i> .	

Group 1: Johns Hopkins was a terribly racist institution.

Group 2: For the time, Hopkins was less racist than most institutions.

Group 3: The good that Hopkins did for the poor far outweighed any harm they did.

Group 4: The medical research Hopkins did was more important than their racist treatment of their patients.

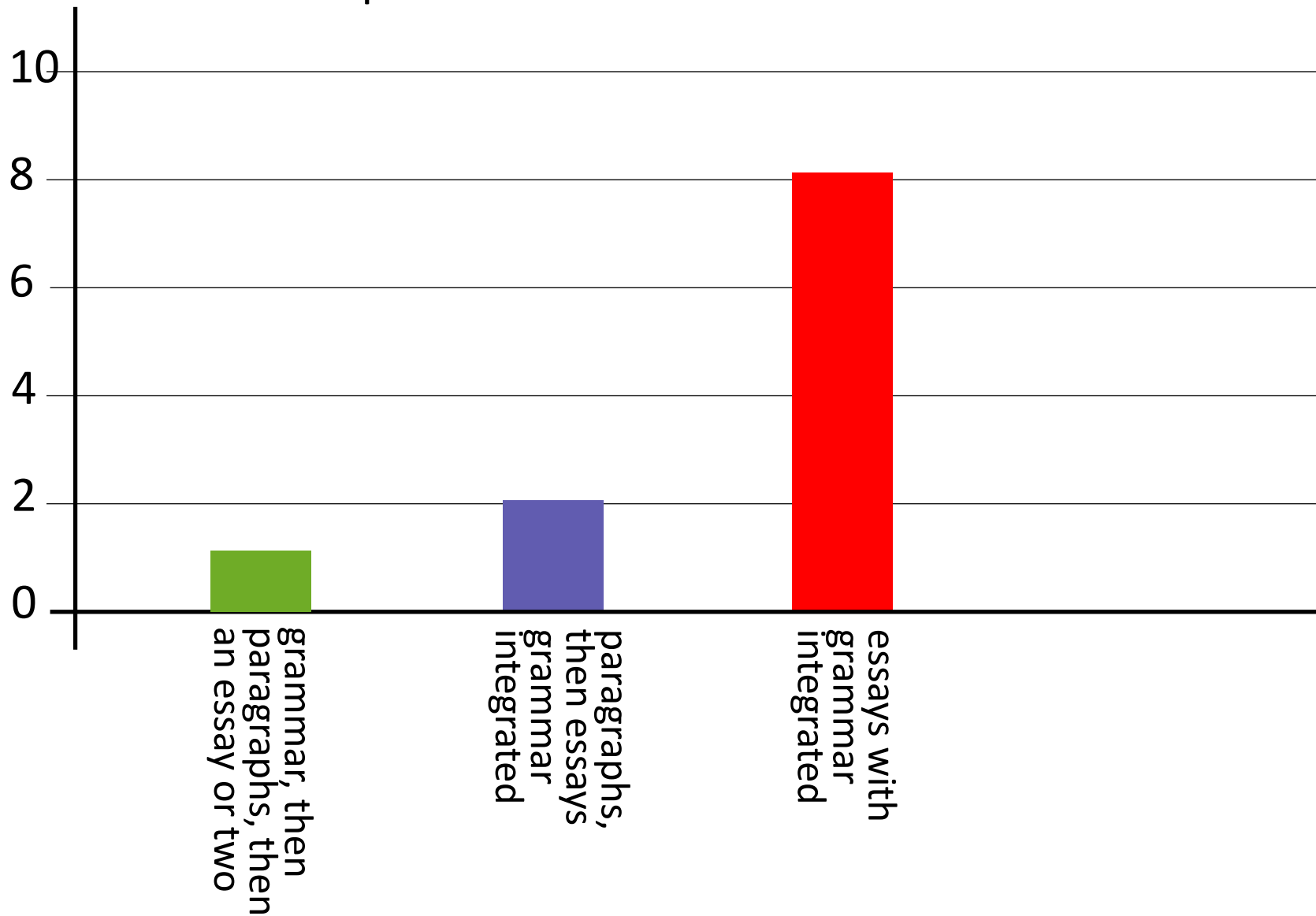
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week 4 day 1	group activity: discuss the first 48 pages of <i>Henrietta Lacks</i> . discussion: Paper 1, which asks students to discuss this statement: “It has often been said that, in America, if you work hard, you’ll get ahead.”	SWD , written in class, will ask students to write a summary of a six-page selection from <i>Henrietta Lacks</i> . We’ll then talk about these as a group comparing the differences among them.

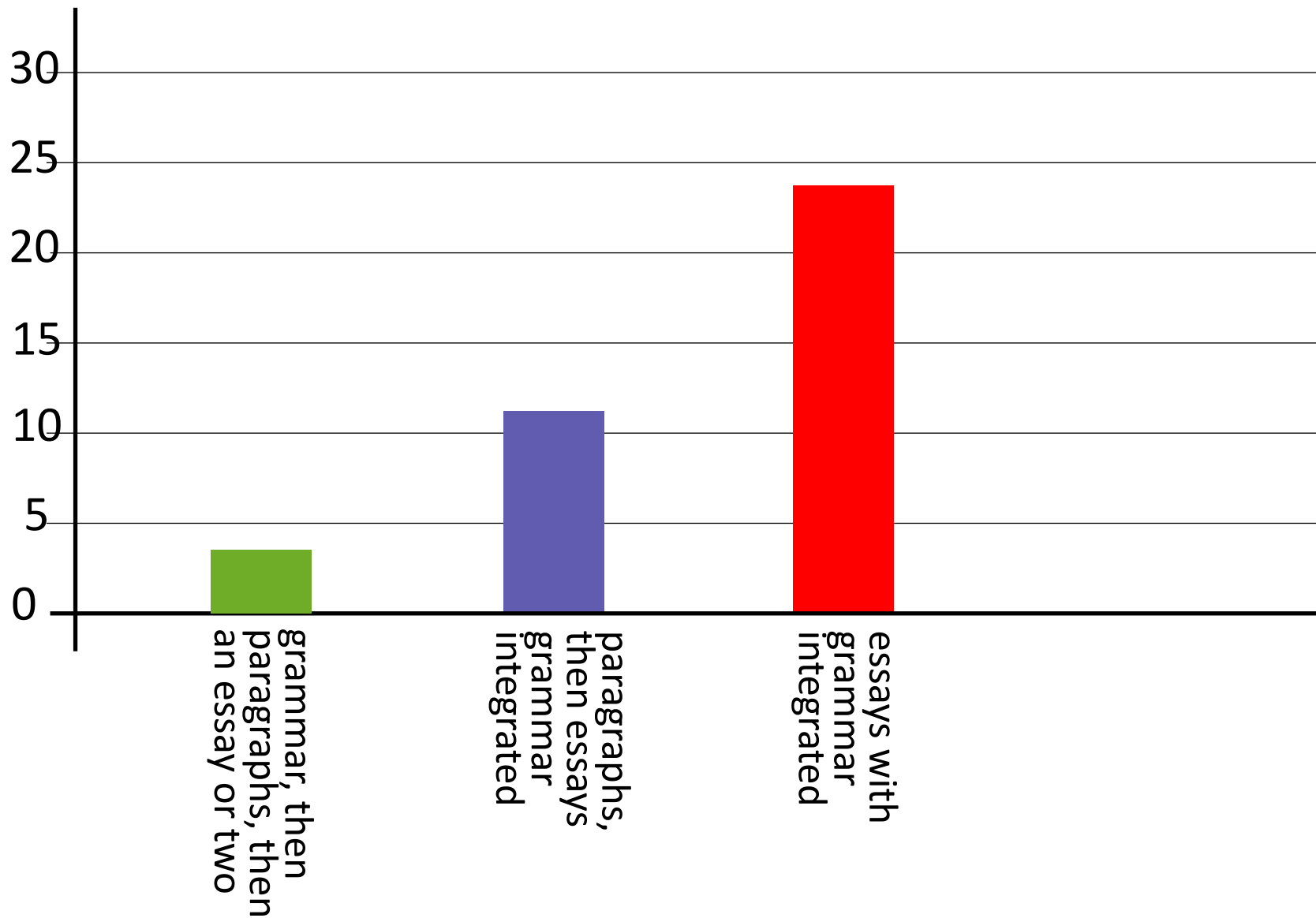
Generally, how do you organize your syllabus for a semester-long developmental writing course?

The Hewlett Group N= 11



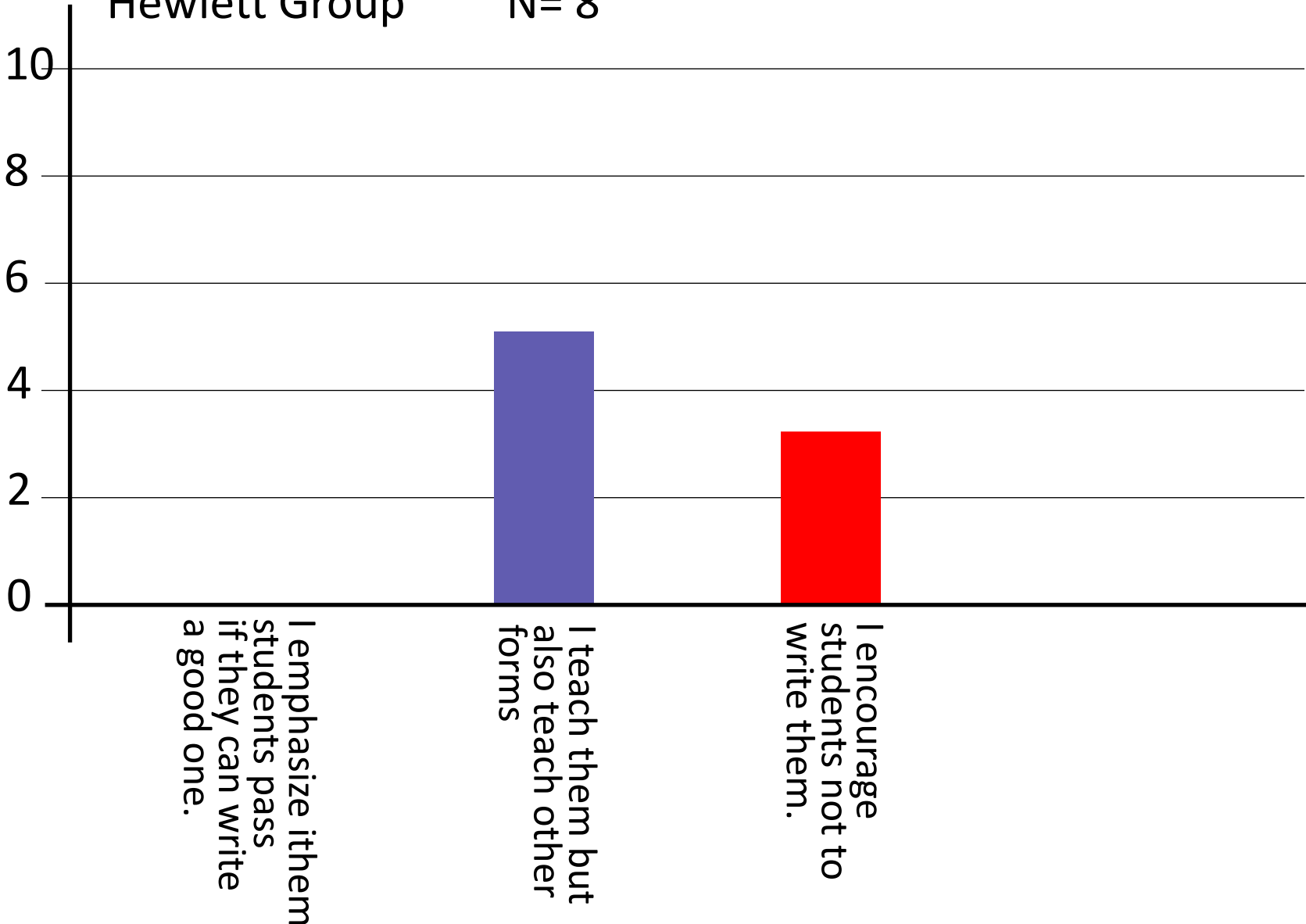
Generally, how do you organize your syllabus for a semester-long developmental writing course?

Cumulative. N = 69



What is the place of the five-paragraph essay in your developmental writing course(s)?

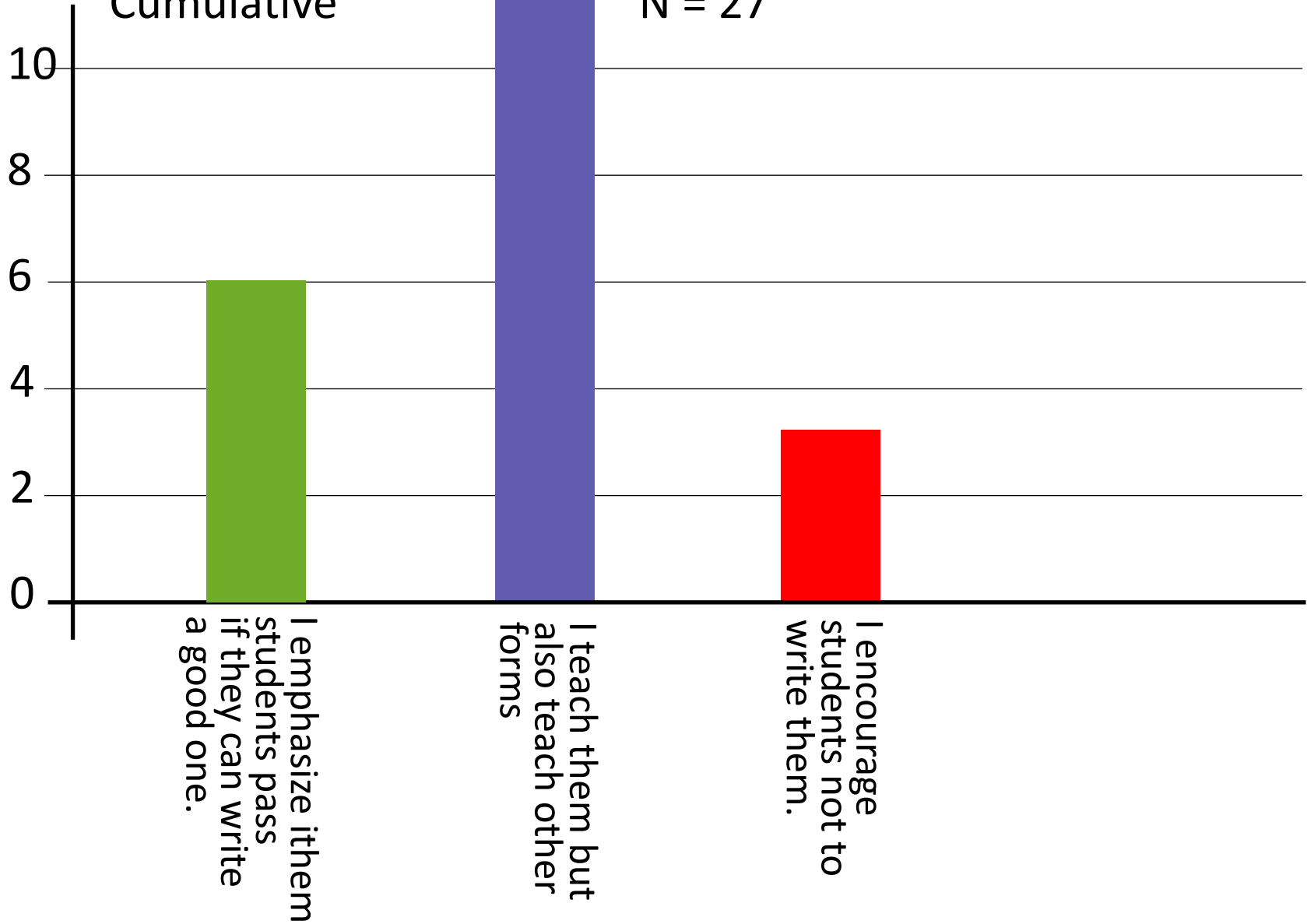
Hewlett Group N= 8



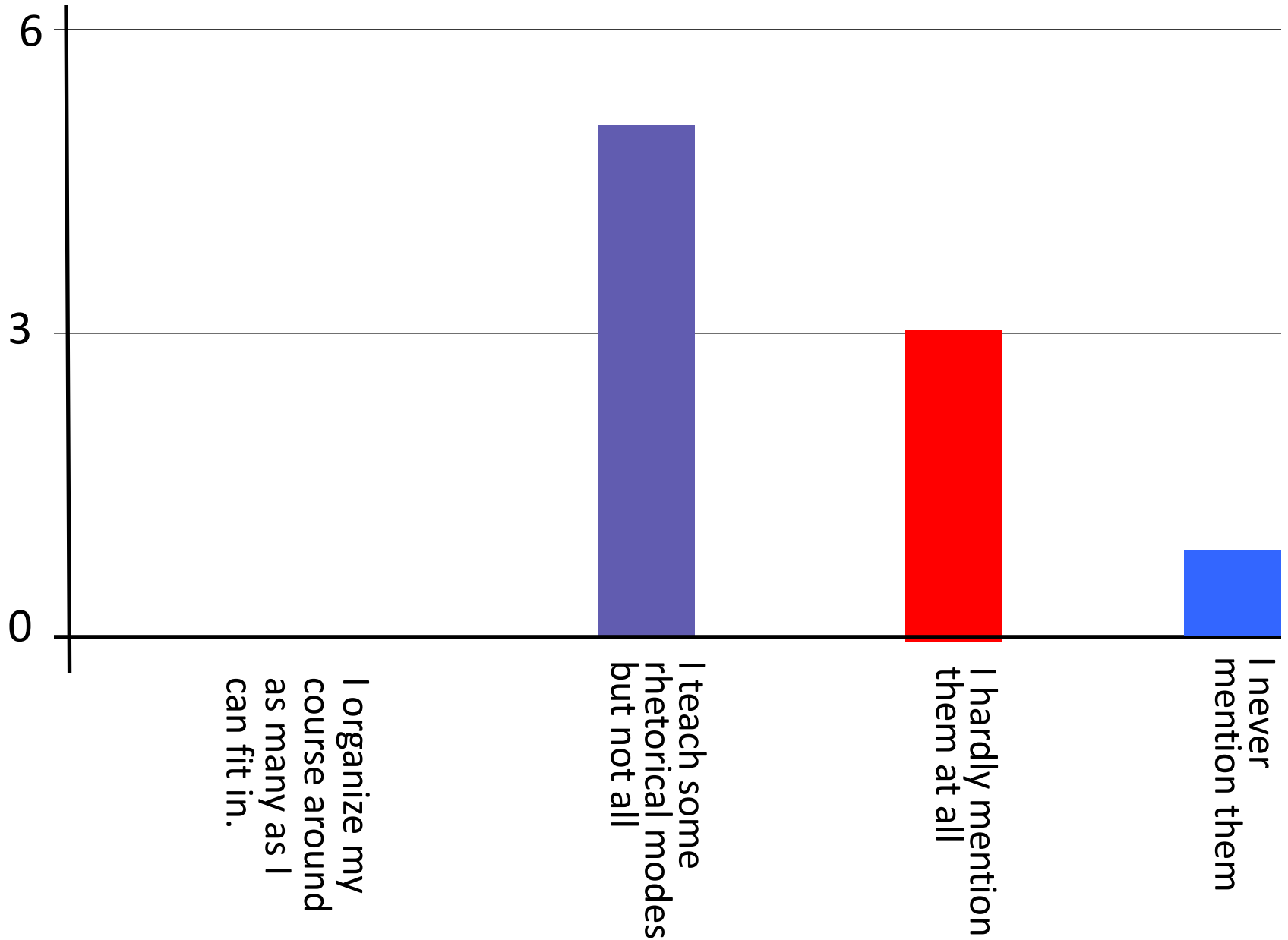
What is the place of the five-paragraph essay in your developmental writing course(s)?

Cumulative

N = 27

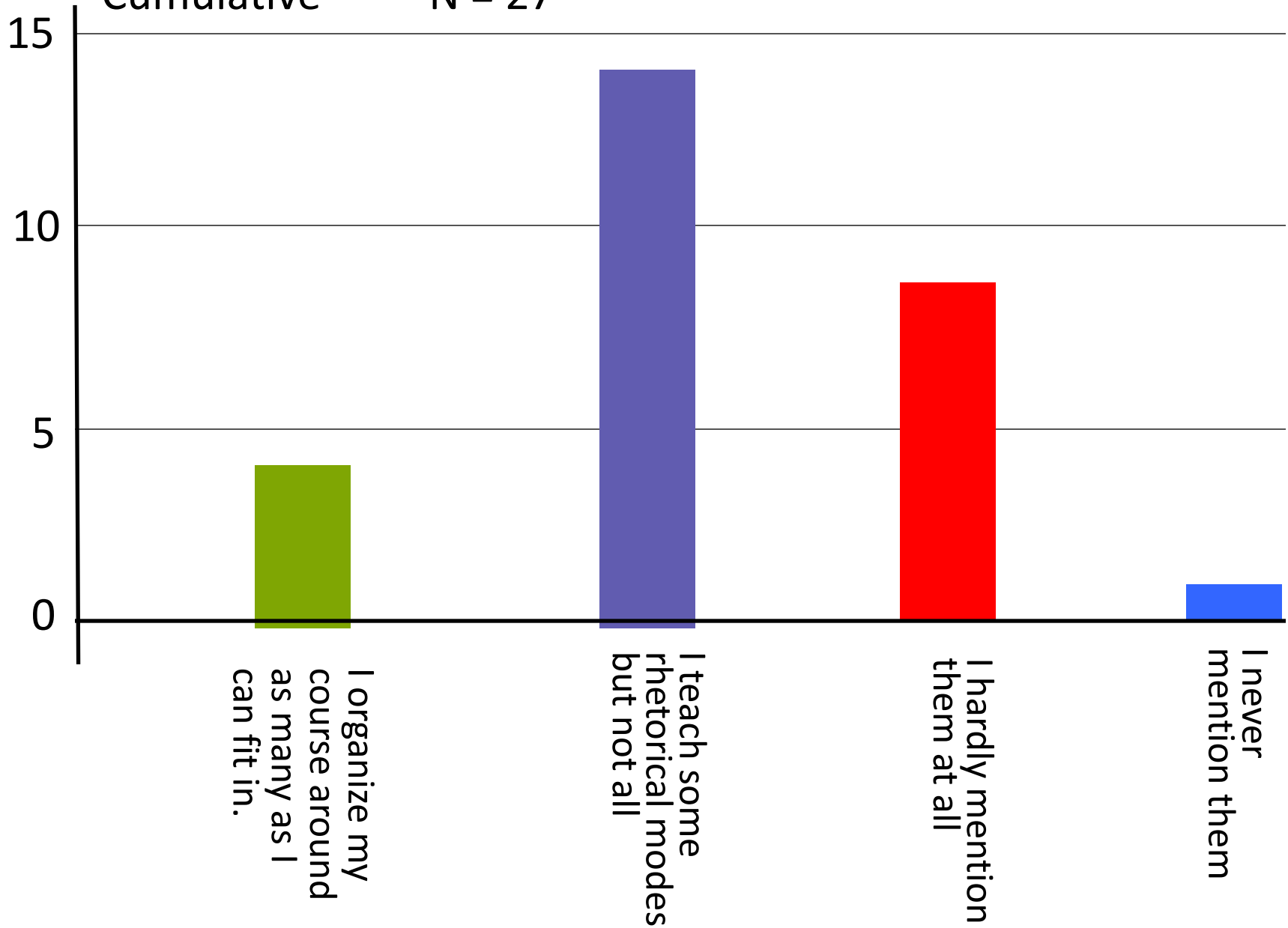


What is the place of the rhetorical modes in your developmental writing course(s)? Hewlett Group N = 9



What is the place of the rhetorical modes in your developmental writing course(s)?

Cumulative N = 27



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