

## English 101 Spring ~ 2015 Tentative Course Syllabus

<p><b>January 27:</b> Introductions, Review syllabus, fill out student information form, discuss binder set-up (labeling each tab), discuss group participation, and complete in-class writing assignment</p> <ul style="list-style-type: none"> <li>• Assignment: Read Text Introduction pages 1-24</li> </ul>	<p>Notes:</p>
<p><b>February 3:</b> Go over Introduction Close reading (handout), introduce concept map (handout), Read Vanderbilt (p 485) Questions for Critical Reading. ‘Close’ read the article and complete the concept map in peer groups. Class discussion when group maps have been completed. File map in binder. Summary (handout) and practice.</p> <ul style="list-style-type: none"> <li>• Assignment: <b>Journal # 1:</b> Use information from your map to write a summary (double-spaced, typed) for next class.</li> </ul>	<p>Notes:</p>
<p><b>February 10:</b> Peer edit <b>Journal # 1.</b> (Summary) Introduce THESIS (handout). Listen to introduction of Singer (p 461). ‘Close’ read his article and identify the thesis followed by whole group discussion. In peer groups, discuss Language Matters (p 469 #1) and begin first draft of <b>Journal #2.</b> Introduction to the MLA writing style</p> <ul style="list-style-type: none"> <li>• Assignment: complete first, typed draft for next class, using MLA.</li> </ul>	<p>Notes:</p>
<p><b>February 17:</b> Peer edit <b>Journal #2</b> in groups, using editing handout. Introduce the first <b>Essay (#1)</b> “It Gets Better” and “Action Makes it Better”. Read silently Savage ( 425 -431) Topic: Using your own experience, write a paper about how things get better, addressed to a specific audience- i.e. bullied teenagers, etc. Connect your experiences to Savage in making your argument for how things can get better. ( three to five pages)</p> <p>Group practice with quotes/paraphrasing (handouts). Share with whole class.</p> <ul style="list-style-type: none"> <li>• Assignment: final copy of <b>Journal # 2</b> due next class, and first draft of <b>Essay # 1</b> (typed, doubled spaced, MLA)</li> </ul>	<p>Notes:</p>
<p><b>February 24:</b> Turn in <b>Journal # 2.</b> Peer edit first draft of <b>Essay #1,</b> using peer editing handout for assistance. Grammar practice Assignment: <b>Essay #1</b> due next class, including stapled draft(s)</p>	<p>Note:</p>
<p><b>March 3:</b> Turn in <b>Essay #1.</b> ‘Close’ reading of Gilbert (p 211). Discuss <b>Questions for Critical</b> thinking before reading the article. <b>Journal #3</b> will be from questions 1-3 (p 229) Watch: Clip of Alfred Hitchcock’s, “The Man Who Knew Too Much” Discuss.</p> <ul style="list-style-type: none"> <li>• Assignment: <b>Journal #3</b> typed, due next class.</li> </ul>	<p>Note:</p>

<p><b>March 10:</b> Whole group discussion of <b>Journal #3</b> and turn in. ‘Close’ reading: Gladwell (p 240). Peer group discussion of question #1 (p 240) using concept map (handout) to record information. Place into portfolios. Introduce <b>Annotated Bibliography</b> (handout template) and how it I used. Practice in peer groups. Explain the importance of <b>transitions</b>, work together on handouts for practice.</p> <ul style="list-style-type: none"> <li>• Assignment: Journal #4: typed, due next class.</li> </ul>	Notes:
<p><b>March 24:</b> Discuss <b>Essay #2:</b> Topic: <b>What is the Value of Culture?</b> Read Alvarez (pp.45-65) Listen to the introduction of Alvarez (pp.45-46) and Munoz (pp. 307- 312) Are the costs of traditions like quinces, Bar Mitzvahs, etc. worth their cultural value? How are people of different cultures assimilated into our country? Develop a thesis and use your personal experience and passages from the story to support your argument. A concept map would be helpful to keep the paper sequential and organized. Three to five pages.</p> <p>Discuss <b>Research Essay #4</b> and expectations. Select topic for your <b>research paper Assignment #4</b>. Research paper format. Place this information into your binder. This 1500 word paper is due on April 28.</p> <p><b>Assignment:</b> Draft of <b>Essay #2:</b> typed, MLA</p>	Notes:
<p><b>March 31:</b> Peer edit <b>Essay #2</b>. Library Lesson</p> <p><b>Research Paper: Essay #4</b> Using your topic, find five works cited for your paper. Copy and place this information in the binder for your final portfolio assessment. Develop your thesis. Your final essay will include an annotated bibliography stapled to the final product.</p> <ul style="list-style-type: none"> <li>• <b>Assignment:</b> Complete final copy of <b>Essay #2 MLA typed</b></li> </ul>	Notes:
<p><b>April 7:</b> Collect <b>Essay #2</b>. Introduce the importance of parallel structure in the writing process.</p> <p><b>Assignment:</b> Continue work on <b>Research Paper Essay #4</b></p>	Notes:
<p><b>April 14:</b> Work on annotated bibliography and research paper.</p>	Notes:
<p><b>April 21:</b> Peer editing of Assignment #4 –Research Paper</p> <p><b>Assignment:</b> Complete Research Paper including Works Cited page and annotated bibliography.</p>	Notes:
<p><b>April 28:</b> Research Paper due. Oral talks.</p>	Notes:
<p><b>May 5: Portfolio Workshop: Using a provided rubric handout, assess your portfolio. If it is complete at this time, I will have an individual conference with you to grade your portfolio.</b></p>	Notes:
<p><b>May 12:</b> Last day of fall session. Final Exit Essay. (TBA)</p>	<b>Enjoy a nice break ☺</b>