

College English 101 (Week 1)

	Monday (9/2)	Tuesday (9/3)	Wednesday (9/4)	Thursday (9/5)	Friday (9/6)
Objectives			Build a learning community and introduce course goals and structures.	Assess student understanding of the summer reading	Understand concepts related to essay topics and thesis statements.
Standards					
Bell Ringer			First Day Note Cards		
Classwork			<ul style="list-style-type: none"> -Course Overview -Parent Document -Discuss Summer Reading 	<ul style="list-style-type: none"> -Summer reading test (<i>The Things They Carried & Eats, Shoots & Leaves</i>) > short response question about the importance of punctuation in the 21st century. -Share summer reading journal thoughts -Distribute <i>Patterns</i> books and give students their first reading assignment from Chapter 2. 	<ul style="list-style-type: none"> -Review <i>Patterns</i> reading and exercises -Go over summer reading test questions -General summer reading discussion
Homework				<i>Patterns</i> Chapter 2 (29-26, 43-49 and complete exercise 4, 8, and 10 in notebook)	<i>Patterns</i> Chapter 3 (pages 51-64, exercises not required)
Handouts					
Reflection				<p><i>Patterns</i> Reading: Chapter 2, "Invention" p. 29-36, "Understanding Thesis and Support" p. 43-49</p> <p>Complete Exercise 4 in notebook (Exercises 1-3, are not required, but can be useful to do informally).</p>	<p><i>Patterns</i> Reading: Chapter 3, "Arrangement" p. 51-64 (focus particular attention on 51-54 about patterns and 62-64 about constructing outlines)</p>
				Complete Exercise 8 & 10	

College English 101 (Week 2)

	Monday (9/9)	Tuesday (9/10)	Wednesday (9/11)	Thursday (9/12)	Friday (9/13)
Objectives	Introduce nine rhetorical patterns.	Understand and practice three types of sentence-level definitions	Plan and construct definition paragraphs	Plan and construct definition paragraphs	Revise and edit definition paragraphs.
Standards					
Bell Ringer	-Course Registration	How do you define a hero? Freewrite in notebook (Smarthotbook)	Review sentence-level definitions (any material done for homework)	Share plans for paragraphs & drafts of "team player" paragraphs (then collect)	Share summer reading definition paragraphs (then collect)
Classwork	-Discuss <i>Patterns</i> reading homework (Chapter 3, "Arrangement" p. 51-54) -Rhetorical Patterns - briefly introduce them in class using the handout containing brief descriptions. Use this time to introduce students' final paper, which will be on a topic of their choice, using a combination of rhetorical patterns (and a certain number of outside sources) -Distribute sample final essay #1 "On Dumpster Diving" (<i>Patterns</i> p.664-679) which combines a number of different rhetorical patterns.	-Sentence-Level Definitions Handout. Three different categories: definition by synonym, definition by class, definition by negation (go through as much as possible in class and students will finish the rest for homework)	-Definition Paragraphs Handout -Choose one topic sentence and plan a paragraph (not required to write the paragraph). Finish for homework. -Definition Practice #1: Defining a "team player" -Begin with whole-class brainstorming. Identify 8-10 characteristics of a team player. Each student will choose 3-4 which will be the focus of their definition paragraph.	-Definition Practice #2: Defining a summer reading concept -Students will choose a term from one of their summer reading texts to define in paragraph form beginning with a definition by negation. Show students the list of summer reading definition topics. (Tell them that these are only a few potential options. They may choose a different topic if they want.) -They may want to use evidence from a text, so review quoting and paraphrasing citation expectations.	-Discuss strengths of "team player" paragraphs and share some tips for revision. -Introduce basics of research and documentation, using two paragraphs about hiking from the <i>Evergreen</i> text. -Students will always have the option to strengthen their paragraphs and short essays through their own independent research, as long as it is relevant and sources are cited correctly. -Give students any extra time to work on their "team player" paragraph rewrites.
Homework	Students will finish reading about rhetorical patterns for homework. Also, read and annotate sample essay	Finish sentence-level definition handout	-Paragraph plan -Draft "team player" paragraph	Make a plan and draft definition paragraph on a summer reading term of their choice.	"Team Player" paragraph rewrite (also students should decide upon a topic for their final essay)
Handouts					
Reflection		Supplemental Reading: <i>Patterns</i> chapter 13: Definition (p. 489-500)	Reinforce the concept of combining rhetorical patterns (in this case definition and exemplification)		Supplemental Reading: "What Happiness Is" Essay and questions handout

College English 101 (Week 3)

	Monday (9/16)	Tuesday (9/17)	Wednesday (9/18)	Thursday (9/19)	Friday (9/20)
Objectives	Plan and construct definition paragraphs.	Reinforce nine rhetorical patterns.	Locate details to support a dominant impression.	Identify the qualities of good descriptive writing.	Revise and edit descriptive writing for clarity.
Standards					
Bell Ringer	Return summer reading definition paragraphs	Rhetorical patterns review (“Practice Quiz”)	Description handout homework	Discuss painting descriptive writing paragraphs	“The Way to Rainy Mountain”
Classwork	<p>-Definition Practice #3:</p> <p>Final paper term definition</p> <p>-Students will choose a term or key concept related to their final paper to define in paragraph form. Some students may struggle to settle on a term, but they may be able to define a term related (or opposed) to their subject. If they are unable to do so, they can choose their own term or concept.</p>	<p>-Discuss and review the nine rhetorical patterns.</p> <p>-Transition to the second major rhetorical pattern we will focus on this year, which is Description.</p> <p>-Descriptive writing handout with a sample paragraph (King Tut) and planning practice. Students will finish this assignment for homework.</p> <p>-Focus on the organizational structures and transitions for a descriptive piece to help convey a dominant impression (spatial, order of importance)</p>	<p>-Description practice #1: Writing about a painting</p> <p>-Students will analyze the painting “Subway” by George Tooker. Begin by taking notes, focusing on key visual aspects and where they are found within the painting. Then, use the notes to determine the dominant impression of the painting, which will serve as the topic sentence of the piece.</p>	<p>-What are the qualities of good descriptive writing?</p> <p>-Short student descriptive writing pieces (“In Tune” and “Naught of Space and Time”). Break up into small groups. Locate the best descriptive words and the dominant impression of the selected piece.</p> <p>-Description practice #2: Writing about a specific location in the community</p> <p>-Students will follow the directions on the handout to write about a familiar location.</p>	<p>-Share mini-descriptive writing pieces about one specific thing they chose to focus on last night. Break into small groups, read aloud, and identify two places of great description and two places in need of improvement.</p> <p>-Description practice #3: McGraw Soccer Crowd (Dependent on schedule)</p> <p>-Students will go to a varsity soccer game and describe the crowd (not the game, the crowd) using precise and specific details. This piece will be multiple paragraphs (2-3 pages)</p>
Homework	Make a plan and draft definition paragraph on a term related to their final paper (2 drafts required)	Finish description handout		Mini-Descriptive Writing Assignment	
Handouts					
Reflection		Supplemental Reading: <i>Patterns</i> chapter 7 Description (p. 151-168)			

College English 101 (Week 4)

	Monday (9/23)	Tuesday (9/24)	Wednesday (9/25)	Thursday (9/26)	Friday (9/27)
Objectives	Introduce “narrative” as a new rhetorical pattern	Analyze strategies to begin narrative essays	Analyze strategies to develop narrative essays	Evaluate the concept of “truth” in personal narrative	Peer edit and evaluate student narrative openings
Standards					
Bell Ringer	Personal Narrative Planning (w/ description practice)	Narrative openings practice - review with student models	Discuss “Just Walk On By...” Q2 (Style) about the opening of Staples’s essay.	“Speaking of Courage” Reading Check	Peer editing guidelines
Classwork	<p>Introduce narrative essay assignment (the first of four major writing assignments). Students will write an essay about an experience in which they felt like an “outsider” in a certain environment and what the outcome of that experience was (or about a notable “first” in their life - p. 148).</p> <p>-Students will begin brainstorming ideas to write about for homework. Each student should determine 3-4 different options with a short description (2-3 sent.).</p> <p>-Model Text #1: “Shooting an Elephant” by George Orwell (<i>Patterns</i> p. 133-141)</p> <p>-Questions 1 & 3 Comp., 1 & 3 Purpose, 1 & 2 Style</p>	<p>-Discuss “Shooting an Elephant” particularly Q1 (Style) about the opening of Orwell’s narrative.</p> <p>-Students will share their writing topics, briefly describing their experiences and plans for the essay. They must determine a topic for tomorrow’s class.</p> <p>-Model Text #2: “Just Walk On By: A Black Man Ponders his Power to Alter Public Space” by Brent Staples (<i>Patterns</i> 240-245). This essay is located in the exemplification section of the text, so students should recognize the combination of rhetorical patterns used.</p> <p>-Questions 2 Comp., 1 & 3 Purpose, 2 Style</p>	<p>-Read “White Lies” (on handout) aloud in class. This is a short, but powerful narrative about the experience of a person who observed someone who was an “outsider.”</p> <p>-Students will freewrite in their notebook answering the “Thinking Critically” question about “perhapsing” at the end of the text. In addition, students will discuss some of the subsequent questions in small groups (1, 5, 6, 7).</p> <p>-Discuss the role of dialogue and factual accuracy (truth) in narratives. Use this discussion to transition to “Speaking of Courage” (TTTC 131-148)</p>	<p>-Discuss “Speaking of Courage” in light of our essay topic, which is to write about the experience of being an “outsider.” In this story from <i>The Things They Carried</i>, a character struggles to reintegrate into society after returning home from Vietnam (though the author serves as a foil to this character). This narrative, like “White Lies” prompts readers to think about the accuracy of the author’s story, questioning what is “true” but also capturing the “truth” of a particular experience.</p> <p>-Share narrative outlines with a partner first, then as a whole group.</p>	<p>-Share narrative openings. Students will separate into pairs and share their narrative openings, focusing on the strategies used to create an engaging beginning to the narrative.</p> <p>-Any time left over, students can continue to work on their narrative essays, using their outline to write the next scene(s) or elements of the narrative. Remind them to consistently refer to their outline during the writing process.</p> <p>-On Monday, students should have another 2-3 polished, error-free pages of their narrative.</p>
Homework	<p>-Brainstorm writing topics</p> <p>-Read “Shooting an Elephant” and complete questions</p>	<p>-Narrative outline due Thurs</p> <p>-Narrative opening (2-3 pages) due Friday</p> <p>-Read “Just Walk On By...” and complete questions</p>	<p>-Narrative outline due Thurs</p> <p>-Narrative opening (2-3 pages) due Friday</p> <p>-Reread “Speaking of Courage”</p>	<p>-Narrative opening (2-3 pages) due Friday</p>	<p>-Narrative essay 2-3 pages due Monday</p> <p>-Complete narrative draft due Thursday</p>
Handouts					
Reflection	Supplemental Reading: <i>Patterns</i> chapter 6 Narration (p. 97-107)		Supplemental Reading: Student essay, “My Field of Dreams” (<i>Patterns</i> 103-105)		

College English 101 (Week 5)

	Monday (9/30)	Tuesday (10/1)	Wednesday (10/2)	Thursday (10/3)	Friday (10/4)
Objectives	Draft and revise narrative essays	Analyze writing process of a professional author	Understand verb tenses must remain consistent	Reflect upon essay strengths and areas for improvement	Determine the qualities of effective writing
Standards	Return opening scenes with comments and revision ideas	"God in the Doorway" comprehension questions	Verb tense practice	Narrative first draft reflection	Berke's three qualities of good writing
Bell Ringer					
Classwork	<ul style="list-style-type: none"> -Discuss notes and comments on students' first drafts of their narrative openings. Students will be revising their work throughout the week for homework in addition to working on the new sections of their narrative. -Read the narrative "God in the Doorway" by Annie Dillard. -Give students the handout "Writing God in the Doorway" by Annie Dillard where she reflects upon her decisions in writing her narrative 	<ul style="list-style-type: none"> -Discuss "God in the Doorway" and "Writing God in the Doorway" by Annie Dillard. The latter text provides a glimpse into the thought process of a professional writer who discusses her own writing and offers thoughts on the process of revision. -Narrative Essay workshop. Students can use the rest of the period to workshop their narrative essays, either adding the final scenes or working on revising the work that has already been drafted. 	<ul style="list-style-type: none"> -Discuss the importance of consistency when it comes to verb tense and word choices. -Narrative Essay workshop. Students can use the rest of the period to workshop their narrative essays, either adding the final scenes or working on revising the work that has already been drafted. 	<ul style="list-style-type: none"> -Students will reflect upon the strengths of their essays as well as the areas in which students think their essays can be improved. -Students will select one portion (half to a full page) of their essays to share aloud with the class. -Distribute "The Qualities of Good Writing" by Jacqueline Berke. Students will complete questions 1 & 2 at the end of the essay. 	<ul style="list-style-type: none"> -"The Qualities of Good Writing" Poster. Students identify the key elements of Berke's essay to put on a poster (three key qualities - economy, simplicity, and clarity). Also, students will identify a key quote from paragraph 9-11 to put on the poster. -Distribute "The Maker's Eye: Revising Your Own Manuscripts" by Donald M. Murray.
Homework	<ul style="list-style-type: none"> -Read "Writing God in the Doorway" -Complete narrative draft due Thursday 	<ul style="list-style-type: none"> -Complete narrative draft due Thursday 	<ul style="list-style-type: none"> -Complete narrative draft due Thursday 	<ul style="list-style-type: none"> -Read "The Qualities of Good Writing" 	<ul style="list-style-type: none"> -Read "The Maker's Eye" and answer the first two questions
Handouts					
Reflection					

College English 101 (Week 6)

	Monday (10/7)	Tuesday (10/8)	Wednesday (10/9)	Thursday (10/10)	Friday (10/11)
Objectives	Incorporating figurative language in meaningful ways	Practice forming and revising sentences that follow parallel structure	Revising essays to avoid sentence fragments	Revising essays to avoid run-on sentences	Narrative essay reflection
Standards					
Bell Ringer	Similes and Metaphors	Parallelism	Sentence fragments	Avoiding run-on sentences (<i>Patterns</i> 102)	Students will consult their narrative revision checklists and ensure proper formatting
Classwork	-Pass back narrative first drafts (have brief discussions with each student). Explain the classwork/homework for today, which is to revise a certain section that I have highlighted. Students will focus on a certain aspect of their piece of writing, making meaningful and precise changes to improve the specific section of their essay.	-Workshop Day #1: Students will share their second drafts of the personal narrative scene - we will evaluate the changes (students write down one positive change on a sticky note provided). -Narrative Essay workshop. Students can use the rest of the period to workshop their narrative essays, either adding the final scenes or working on revising the work that has already been drafted.	-Workshop Day #2: Students will share their second drafts of the personal narrative scene - we will evaluate the changes (students write down one positive change on a sticky note provided). -Narrative Essay workshop. Students can use the rest of the period to workshop their narrative essays, either adding the final scenes or working on revising the work that has already been drafted.	-Workshop Day #3: Students will share their second drafts of the personal narrative scene - we will evaluate the changes (students write down one positive change on a sticky note provided). -Narrative Essay workshop. Students can use the rest of the period to workshop their narrative essays, either adding the final scenes or working on revising the work that has already been drafted.	-Narrative second draft reflection. Students will write about the ways in which they have strengthened their essays and what they have learned about the revision process. -Distribute sample final essay #2 "The Limitations of Wikipedia" (<i>Patterns</i> p.735-742) which combines a number of different rhetorical patterns and incorporates a number of outside sources.
Homework	-Revise selected scene from narrative essay	-Completed narrative second draft due Friday	-Completed narrative second draft due Friday	-Completed narrative second draft due Friday	-Read "The Limitations of Wikipedia"
Handouts					
Reflection					

College English 101 (Week 7)

	Monday (10/14)	Tuesday (10/15)	Wednesday (10/16)	Thursday (10/17)	Friday (10/18)
Objectives		Understand the structure of cause and effect writing	Understand the structure of cause and effect writing	Peer edit and improve cause and effect paragraphs	Define "iconographic" and brainstorm iconic images
Standards		Discuss sample final essay #2, focus on research strategies.	Present cause and effect paragraph topic options. Students can write about their final essay topic also.	Go over peer editing guidelines and expectations.	Students will turn in their second drafts (and the outline and first draft)
Bell Ringer					
Classwork	No School Columbus Day	-Cause and Effect writing. Distribute handout that contains ideas to keep in mind while writing cause and effect paragraphs. It also presents two paragraphs that will serve as models for student writing. Our work with cause and effect paragraphs will also incorporate the rhetorical pattern, exemplification (similar to definition paragraphs). -Direct students to the reading, "Who Killed Benny Parer?" (<i>Patterns</i> 339-343) and students will complete the four comprehension questions.	"Who Killed Benny Parer?" Essay discussion of the four comprehension questions and the mixture of different rhetorical patterns (cause and effect, narrative, argumentation). -Cause & effect practice #1: Student Choice -Students will choose a topic (possibly something related to their final essay topic) and write a paragraph focusing on either causes or effects. We will analyze two student models ("Cults" by Mackenzie Cobb which focuses on causes, and "Sleep Deprivation" by Santana Deckard, which focuses on effects).	-Students will get in groups of two to work on their peer editing assignment. First, students will share their paragraph outlines, which should be sufficiently detailed. Then students will quietly read their partner's paragraph twice. First to get an understanding of the content and structure. Second to mark it up in an effort to improve the paragraph. After both students are finished, they will have a brief discussion about how to improve the paragraph, and use the rest of the period to write their second draft. -If time allows, we will have a whole-class discussion.	"Why We Crave Horror Movies" essay discussion of the five comprehension questions. -Read prompt #3 after the King essay about the iconographic scene from the film, <i>Psycho</i> . -Cause & effect practice #2: An Iconic Image -Students will choose an iconic image (either from a horror movie, sporting event, or another visual medium) and explain the reasons why that image stands out. In this case, students are focusing on causes rather than effects.
Homework		"Who Killed Benny Parer?" Reading and comprehension questions due Wednesday	Students will create an outline with at least three supports and a first draft	"Why We Crave Horror Movies" by Stephen King (Questions 1-4 & 6)	-Outline and two drafts of cause & effect paragraph
Handouts					
Reflection		Supplemental Reading: <i>Patterns</i> chapter 10 Cause & Effect (p. 321-336)	Supplemental Reading: "The Case Against Air Conditioning" by Stan Cox (<i>Patterns</i> 344-348)	Check outlines and first drafts for a grade (10 points toward Participation & Homework)	

College English 101 (Week 8)

	Monday (10/21)	Tuesday (10/22)	Wednesday (10/23)	Thursday (10/24)	Friday (10/25)
Objectives	Collaboratively analyze the appeal of two horror genres.	Collaboratively analyze the appeal of two horror genres.	Differentiate compare and contrast organizational structures	Analyze model paragraphs for structure, transitions, and content	
Standards					
Bell Ringer	Take out two drafts of iconic image paragraphs	Discuss reading, questions, and presentation ideas in small groups	What is the difference between subject-by-subject and point-by-point structures?	Write down potential compare and contrast topics for paragraph and essay assignments	
Classwork	<p>-Students will share their iconic images (projecting them on the Smartboard if possible). Also, students may read their paragraphs aloud followed by a brief whole-class discussion.</p> <p>-Split students into two groups. Half the class reads the essay "The Movies that Rose from the Grave" (on a handout) while the other half reads the essay "Why Vampires Never Die" (<i>Patterns</i> 361-365).</p> <p>-Each group will work together to create a brief presentation that explains the appeal of the specific horror genre that is described in their assigned reading.</p>	<p>-Students will use this day to work collaboratively to discuss the readings and create a presentation that will explain what they learned about why each horror genre has remained popular over the course of multiple decades. Ideally, presentations will be done at the end of the period, but if students need another day to work, the presentations will be done tomorrow.</p> <p>-This also will be a good time to have one-on-one discussions with each student regarding their paragraph work (and possibly, their final essay topic).</p>	<p>-Today, we will focus on the two organizational strategies for compare and contrast writing. First, students will describe the two structures in their notebook, then we will discuss what they've learned from last night's reading. Second, we will read two sample paragraphs focused on the same topic, but structured in two different ways.</p> <p>-Begin the brainstorming process for compare and contrast projects: 1) Two similar foods or candies that can be contrasted, and 2) A specific custom or tradition found in different countries or regions that can be compared and contrasted.</p>	<p>-Compare and contrast practice #1: Food/Candy Comparison</p> <p>-Determine compare and contrast paragraph topic. Last year, students identified chocolate as the topic for comparison. We also identified different categories that will form the basis of our comparison (taste, texture, packaging, appearance, etc.)</p> <p>-Look at model paragraphs from past years (specifically Ben Hammond's about Ice Cream bars and perhaps David and Mackenzie C's paragraphs about two chocolate bars). Finish sample paragraphs for homework.</p>	No School Superintendent's Day
Homework	Finish reading assigned essay, answer questions, and brainstorm ideas for brief presentation.	Comparison and Contrast reading (<i>Patterns</i> 371-379)	Comparison and Contrast sample subject-by-subject essay (<i>Patterns</i> 379-384)	Comparison and Contrast sample point-by-point essay (<i>Patterns</i> 385-390)	
Handouts					
Reflection	Give all students a copy of "The Movies that Rose from the Grave"		-Begin the process of selecting texts for the compare and contrast essay	-Get materials and create chart for in-class "tasting" and note-taking Monday	

College English 101 (Week 9)

	Monday (10/28)	Tuesday (10/29)	Wednesday (10/30)	Thursday (10/31)	Friday (11/1)
Objectives	Compare and contrast two foods/candies (planning)	Compare and contrast two foods/candies (writing)	Understand expectations for compare and contrast essay	Define and create an "annotated bibliography"	Work together to find and use the best outside sources
Standards					
Bell Ringer	Read assignment sheet and note key objectives.	Reread T-chart and paragraph outline	Review topic sentence and concluding sentence	What is one key fact from Essay #1?	Share annotated bibliography entries
Classwork	<p>-Food/Candy tasting and note-taking will be done in-class today. Distribute T-chart and all materials needed for the "taste testing." Students can go at their own pace, tasting and taking notes as they see fit. I will encourage students to do this without talking with one another (perhaps playing some music will help with this).</p> <p>-If students finish their T-charts in class, they can use their chart to create an outline for their paragraph.</p>	<p>-Share T-chart and make a list of characteristics and details on the Smartboard. Encourage students to strive for the most specific adjectives and descriptive words. They can add to their T-charts and adjust their outlines if necessary.</p> <p>-Students can use any time left in class to work on their food/candy comparison paragraph. Remind students to practice their descriptive skills. Also, persuasion is a key strategy within this paragraph because it essential argues which candy is superior.</p>	<p>-Give students time to share their food/candy comparison paragraphs.</p> <p>-Review the two essay length compare and contrast pieces in the <i>Patterns</i> text. Focus on their differing structures, use of details, and transition work.</p> <p>-Introduce compare and contrast essay assignment (the second of four major writing assessments). Students will use a number of sources (at least two) to compare and contrast a tradition or custom carried out in different countries or regions. The specific topic will be determined by the class prior to today.</p> <p>-Distribute first common text about the essay topic.</p>	<p>-Essay #1 review and discussion.</p> <p>-Review guidelines for MLA citations of outside sources.</p> <p>-Show students how to access library resources through the TC3 website.</p> <p>-Introduce the procedures for creating an annotated bibliography. Students will find one more reliable source (either print or digital) tonight for homework. For that source, they will create an annotated bibliography entry that contains accurate and properly formatted bibliographical information and summarizes the sources content.</p>	<p>-Students will share the information they found last night for homework. All students will have the opportunity to use these other sources that their classmates found, so it is imperative that they pay attention to their classmate's discussion of found sources. It is equally important that each student accurately and adequately presents his or her source as well.</p>
Homework	Finish T-chart for homework, and create a paragraph outline	Write two drafts of food/candy paragraph	Read Essay #1, annotate, and answer questions	Find at least one more source and create an annotated bibliography entry	
Handouts					
Reflection					-Make copies of all valuable sources for students to read on their own.