

Advanced English 101 Curriculum and Syllabus

English 101 English Composition I

Mr. Zagrobelny

2009-2010 Syllabus

Course Description

English Composition I is an intensive course designed to introduce seniors to college-level analysis, writing, research, discussion, and comprehension. In addition to the obviously rigorous schedule of readings, the course will also stress the skills necessary to read critically, think clearly, and write concisely. Particular stress will be given to understanding rhetoric and the writing process. Analysis will look at style, diction, point of view, and other elements of effective writing and argument. Each marking period will include oral presentations, timed writings, Socratic seminars, and extended essays (with opportunities for rewrites). The culminating project of the course will be the writing of a library research paper. The course will also include a final exam in essay format.

Requirements

Attendance in class is critical to success in the course. It is understood that advanced level students by nature are very involved in activities inside and outside of school. Conflicts in schedules are inevitable. Whether it is a college visit, field trip, or sporting event, students are responsible for any assignments or notes that they may miss because of absence. As this is a course that may eventually grant college credit, a certain level of maturity and responsibility is required. Class participation and discussion is an important component of class success. Please be prepared for class with the necessary materials and readings completed and marked for discussion.

Materials

A notebook is essential. I recommend a three ring binder with plenty of paper for note taking and in-class activities. All handwritten assignments must be submitted on loose-leaf paper (I hate the ragged edge of spiral notebooks). Whatever the notebook or binder, it must have the capability of storing returned assignments, handouts, and notes. Students will be required to use Moodle (course management program) for journals and other class assignments. Further explanation of the use of Moodle will be forthcoming. Texts will be supplied by the school although I recommend buying your own copies whenever possible. The ability to write notes in the margin of a text is a great thing. Besides, this will provide a nice addition to your own collection of great books.

Advanced English 101 Curriculum and Syllabus

Homework and make-up policy

Homework will not be accepted late. Homework and Journal assignments will be averaged to create on grade which may be used to replace one quiz grade during the marking period. All other assignments must be handed in the day they are due with the following exception: students who are absent from class have one week following their return to class to hand in missed work assigned on the missed day or schedule make-up tests and quizzes. Any work due during the student's absence must be turned in on the day the student returns to school. This means that if you leave school before English class, the work must be handed in before you leave.

Writing

This class will include a tremendous amount of writing. Some of the writing will be done in class, and some will be done outside of class. In-class writings serve several purposes. The first purpose is for the student to gain experience synthesizing thought within a brief period of time. The second purpose is to provide discussion material for class. The third purpose is to provide a starting point for more extended writings outside of class. Some of the in-class writing will be handed in for a grade while others will be graded on a pass/fail basis. Writings done outside of class are intended for more extended analysis and research. Each independent paper will focus on the student's chosen work and include a detailed analysis of the work's theme, the utilization of overwhelming literary element(s), social commentary and historical relevance. For example, if a student believes that Huxley's use of symbolism in *Brave New World* is central to the theme, the student should discuss the use of symbolism in detail and how that technique reveals the theme. Students should be careful to present their own ideas using relevant textual details. Extended essays are not intended to be research papers, but a student may choose to find research that supports his or her own unique analysis of the work. Any outside resources must be properly cited using MLA format. Student/teacher conferences will take place throughout the extended writing process so that students can maintain focus and find direction in the formation of the paper. **Any graded writing, whether done in class or outside of class, will be accompanied by a teacher-student conference. The purpose of the conference is for the teacher to provide feedback concerning the writing's content, rhetorical technique, grammar, structure, and analysis. All writing may be resubmitted for grading following the conference, and some resubmission will be required. It should that grammar and mechanics will receive special attention as errors in these areas become glaringly obvious in collegiate and post-collegiate work. Grammar mini-lessons will be incorporated as needs dictate.**

Socratic Seminar

Very often, class discussions will take the form of Socratic Seminars. This discussion model puts the teacher in the position of facilitator and the student in the position of giver of information and analyst. Unlike the traditional lecture model where the teacher gives the students information, this model allows the students to develop the information on their own through questions developed by the teacher and their peers. It is

Advanced English 101 Curriculum and Syllabus

extremely important to be both prepared and participatory during the seminars. Discussion will move quickly and unprepared students will find that the grades and discussion will pass them by.

Advanced English 101 Curriculum and Syllabus

Grading

You have not made it to Advanced English by accident. You already know the value of hard work. Despite appearances, this class is not designed to destroy your G.P.A. It is, however, a college level course that requires college-level effort and time management. If you find yourself drowning, see me. I will do my best to help you manage your time and succeed. I'll swim along beside you, but I won't carry you through the deep water; that's your job.

Grade Scale:

Tests and projects	30%
Writing assignments	40%
Participation and seminars	30%

Texts

Read, Reason, Write: An Argument Text and Reader, Dorothy U. Seylor

The Elements of Style, William Strunk and E.B. White

Curricular Sequence English 101

Unit 1 Critical Reading and Analysis (first 6 weeks)

- ***Writers and Their Sources***
 - Student writer's roles
 - The writing process
 - Prewriting
 - Planning methods
 - Web
 - Outline
 - Harvard
 - Block
 - Writing
 - Styles and preferences
 - Revising
 - Revision methods
 - Use of the outline as revision tool
 - Peer review
 - Writing conferences
 - Editing
 - Editing strategies
 - Publication
 - Requirements for publishing

Advanced English 101 Curriculum and Syllabus

- Places to publish
 - portfolios
- Responses to sources
 - Personal response
 - Simplest response to content
 - Analytic response
 - Judgment or evaluation response
 - Research response
- Active Reading
- Understanding sources
 - Purpose
 - Thesis
 - Development
- Writing summaries
- Writing paraphrases
- Acknowledging sources informally
 - People
 - Titles
- Direct Quotations
 - Reasons
 - Guidelines
- ***Responding Critically to sources***
 - Examining Context
 - Author
 - Audience
 - Author's purpose
 - Author's sources
 - Understanding attitude
 - Denotative and connotative word choice
 - Tone
 - Analyzing style
 - Word choice
 - Sentence structure
 - Metaphors
 - Organization and examples
 - Repetition
 - Hyperbole, understatement, and irony
 - Quotation marks, italics, and capital letters
 - Writing about style
 - Purpose and audience
 - Organization and content
 - Manuscript form
 - Recognizing language abuses
 - Jargon
 - Doublespeak

Advanced English 101 Curriculum and Syllabus

- Characteristics of jargon
- Reviews, combining summary, analysis, and evaluation
- **Marking period project: Independent Reading and Paper #1**

Unit 2 The World of Argument (second six weeks)

- ***The Basics of Argument***
 - Characteristics of Argument
 - Shape of argument
 - Aristotelian Model
 - Toulmin Model
 - The Language of claims and support
 - Facts
 - Inferences
 - Judgments
 - More on Toulmin's analysis of argument
 - Claims
 - Grounds
 - Warrants
 - Backing
 - Qualifiers
 - Rebuttals
 - The language of argument
 - Argument or persuasion?
 - Irony or sarcasm?
 - Types of Argument
 - Induction
 - Deduction
 - Analogy
 - Arguments about cause
 - The Rogerian or conciliatory argument
 - Occasions for selecting a conciliatory argument
 - Uses of authority and statistics
 - Judging authorities
 - Understanding and evaluating statistics
 - Reading and preparing graphics
 - Responding to visual arguments
 - Logical fallacies
 - Causes
 - Fallacies from oversimplifying
 - Fallacies from ignoring the issue
 - Preparing Good Arguments
 - Knowing your audience
 - Who is your audience?
 - Audience's knowledge
 - Audience's stand
 - Understanding your purpose

Advanced English 101 Curriculum and Syllabus

- Moving from topic to claim to support
 - Selecting a topic
 - Drafting a claim
 - Planning support
- Drafting the argument
- Revising your draft
 - Rewriting
 - Editing
 - Proofreading
- Guidelines for specific kinds of arguments
 - Investigative argument
 - Position paper
 - Definition argument
 - Problem-solution argument
- **Marking period project: Independent Reading and Paper #2**

Unit 3 The Research Process (third six weeks)

- ***Getting started and locating sources***
 - Defining the process
 - What is research?
 - Types of projects
 - What does not count as research?
 - Stages in the process
 - Finding a workable topic
 - Type of paper
 - Audience
 - Time and length constraints
 - Kinds of topics to avoid
 - Selecting a “good” topic
 - What is the “right size” for a topic?
 - Writing a tentative thesis
 - Locating sources
 - Preparing a working bibliography
 - Basic forms for books
 - Basic forms for articles
 - Knowing the library
 - Locating books
 - Classifications
 - Using the reference collection
 - Using indexes to periodicals
 - Reader’s guide
 - NYT index
 - Online databases
 - Indexes to academic journals
 - Locating government documents
 - Searching the internet

Advanced English 101 Curriculum and Syllabus

- ***Understanding sources, selecting information, and documenting (MLA)***
 - Using sources
 - Evaluating sources
 - Documenting sources and avoiding plagiarism
 - Selecting and noting material from sources
 - Format for notes
 - Avoiding misleading acknowledgement
 - MLA format
 - Preparing MLA citations for a “Works Cited” page
- ***Completing the research project***
 - Organizing the paper
 - The formal outline
 - Drafting the paper
 - Time management
 - Handling documentation
 - Style
 - Good beginnings
 - Avoiding ineffective openings
 - Composing main paragraphs
 - Writing good conclusions
 - Avoiding ineffective conclusions
 - Choosing a title
 - Revising the paper
 - Rewriting
 - Editing
 - Proofreading

Course Project “A Literary Research Paper”