

Transitional English Syllabus

Room 30



Transitional English: 2021-2022

Christine Campos, M.Ed

Email: christine.campos@heritage8.org,

ccampos@parkland.edu

Office Hours: Before and after school,
Lunchtime, or by appointment

Phone: (217) 255-2233, (217) 834-3393

Course Description

Transitional English is a course developed through a partnership between a local school district and Parkland college; managed and taught by district faculty and staff; open to qualifying district students their senior year; evaluated and assessed by both the district and College through shared student achievement data; and enhanced by ongoing communication and professional development shared by the district and College.

Students who complete transitional English with a “C” or higher earn guaranteed placement into college-level English at Parkland College (and all other state community colleges and participating universities if the course is approved by the State Portability Board); however, students do not receive a Parkland grade or credit or transcript; the participating district/high school solely issues and maintains the student’s grade, credit, and transcript.

Transitional English integrates active reading strategies, multiple-draft writing, comprehensive grammar/punctuation review, and metacognitive and essential skill building. This course demonstrates that it meets the parameters and competencies outlined in the Illinois State Wide Transitional English Course Document with special emphasis on the following:

Course Objectives

- The inclusion of direct reading instruction such as (but not limited to) pre-reading and active reading strategies, summary of texts (including text books) that identify author intent and main ideas; evaluation of quality and reliability of texts; recognition of tone, purpose, and structure; ongoing vocabulary development.
- Pedagogy and related college-ready text selections that are organized around themes, critical issues, or concepts that direct students to focus on larger ideas that foster critical thinking and analysis—with a special emphasis on non-fiction that reflects student choice, interests, and career and life goals.
- Commitment to the integration of the reading of a variety of texts and the writing of multiple-draft essays.
- Commitment to the full writing process, multiple drafts, and formative evaluation.
- At least three, formalized essays of no less than 1,000 words in length.
- Appropriate integration of text-to-text, text-to-self, and text-to-world connections.
- Contextualized, comprehensive grammar and punctuation feedback and instruction.
- Fostering metacognitive skills that allow students to reflect on how their perspectives on both topic and the writing process have grown.
- Essential skills building that relates to college, employment, and personal success including (but not limited to): goal setting, time management, persistence, problem solving, appreciating multiple perspectives, and solving conflicts.

Eligibility:

Completion of junior year English with no less than a B grade and a teacher and/or counselor recommendation.

Academic Honesty

(Also see the section on Academic Honesty in the Heritage Student Handbook.)

For this course, cheating is defined as, but is not limited to, the following acts:

- Copying anyone's answers to questions, exercises, study guides, class work, or homework assignments
- Plagiarism: Taking any information verbatim from any source, including the Internet, without giving proper credit to the author, or rearranging the order of words and/or changing some words as written by the author and claiming the work as the student's own.
- Looking onto another student's paper during a test or quiz.
- Having available any study notes or other test aids during a test or quiz without the teacher's permission.
- Collaborating on assignments when independent work is expected.

We will discuss plagiarism further in class. **If at any time during this semester you are unsure about whether you are receiving too much help on a paper or whether you are documenting your sources adequately, please talk to me; we can decide what help is reasonable and/or the best way to acknowledge sources for a specific paper.** Plagiarism is a serious offense with serious consequences, including possibly failing the assignment or the course. It is important that you understand how to avoid it.

Required Materials

- Binder
- Pen/Pencil
- Paper
- Ability to type and edit assignments
- Access to Google classroom and other online resources

Text Books

They Say/ I Say by Graff et al.
Macbeth by William Shakespeare
Blink by Malcolm Gladwell
Articles and Multimedia Texts

Grades and Assessment

Summative Writing Assessments (60% of grade each semester)

1. **Argument 1 (Fall Semester)** (1000 words) - 20%
Based on articles we read in class, you will synthesize the information and develop an essay stating what you say on the subject using the articles as support. Your essay will have an introduction, body, and conclusion. Your essay will be drafted, peer-reviewed and proofread.
2. **Argument 2 (Fall Semester)** (1200 words) - 20%
Based on articles we read in class, you will synthesize the information and develop an essay stating what you say on the subject using the articles as support. Your essay will have an introduction, body, and conclusion. Your essay will be drafted, peer-reviewed and proofread.
3. **Independent Research Argument (Spring Semester)** (1600 words) - 30%
For this paper, you will research a topic and use outside sources to support your thesis. Your research will be incorporated seamlessly with your own writing and it will be properly cited and sourced using MLA format. Your essay will have an introduction, body, and conclusion. Your essay will be drafted, peer-reviewed and proofread.

4. **Tedx Talk (Spring Semester)** (1000 words) - 10%

For this speech, you will develop and present a TED Talk along with the rest of the senior class that will be viewed by the rest of the school. This will be recorded during English class and then uploaded to a Heritage TEDx Youtube channel to be viewed in homerooms the following week.

5. **Electronic Portfolio (Both Semesters)** (1000 words) - 20%

For this assignment you analyze your work accomplished over the course, justifying how you've grown in your writing process and rhetorical skills. You will make a website to showcase your work and thoroughly explain how they demonstrate your learning and expertise.

Homework and In-Class Assignments (40% of grade each semester)

Pre-Reading Activities and Reflections - 5%

Each week you will have prompts to write about as pre-reading activities to enhance your reading comprehension, build background information, vocabulary, and context as well as to help you make connections to what we're doing in class. You will also reflect on your learning and writing skills in order to grow more fully in those areas.

Formal Grammar and Vocabulary - 10%

Each week, you will engage in formal grammar and vocabulary lessons to enhance your writing and communication skills. Half of this instruction will be contextually geared to contextualize grammar to fit your needs. This means that after you do a writing assignment, common grammar issues will be noted by the instructor and lessons will be given to correct those issues. The other half of your formal grammar instruction will be comprehensive meaning that over the course of the year, we will review all grammar aspects. This comprehensive grammar review will be completed using Noredink.com.

Reading Response Assignments - 10%

To accompany reading assignments, there will be response assignments, which will ask you to annotate, summarize, pull quotes from the reading, and analyze them in paragraph form, and question.

Group Projects/Participation/Socratic Seminars/Peer Workshop/Hotseat (Discussion) - 15%

The in-class work of this class will be heavily based on group work, discussion and participation. We will be doing socratic seminars on the readings, or peer reviewing the out-of-class writing assignments, or putting you on the hotseat to defend your writing choices as you go through the writing process on your out-of-class writing assignments.

Units and Assessments

Semester One

Unit One: Resume/ Self-Reflection and Interviewing Skills (4 Weeks)

In this unit, we will start designing our electronic portfolios that will display our work all year. We will develop and hone our interview skills through the First Days Podcast Project and we will start developing self-reflection skills. The major assessment during this unit will be the Resume and the First Days Podcast Project.

Purpose and Expectations of Learning

The purpose of this unit is to start direct reading instruction routines, and contextualized comprehensive grammar routines. We will learn how this specific class will work to help with career and life goals. We will start fostering our metacognitive skills to reflect on personal growth.

By the end of this unit you will be able to:

- Annotate texts
- Complete reading response assignments independently.
- Communicate professionally through email with other professionals.
- Develop in-depth interview questions.
- Complete a recorded interview.
- Understand your personal life and career goals and how this class will further those goals.
- Develop a resume and website.
- Know how to write a PIES paragraph.
- Start developing grammar skills comprehensively and contextually.

Unit Two: Call to Action (Persuasive Writing Part 1) (7 Weeks)

In this unit, we will start learning through persuasive techniques through the writing process. We will start developing good writing process habits and organizational techniques by writing two synthesis arguments papers over topics the class approves together to study and write about. We will start to connect our reading and writing skills together and get a solid foundation of how to organize and communicate ideas clearly in writing. The two major assessments for this unit will be our **Argument 1** and **Argument 2** papers.

Purpose and Expectations of Learning

The purpose of this unit is to develop a strong foundation in the writing process by going through the whole process of writing an essay, including prewriting, planing, outlining, drafting, revising, proofreading, publishing. To write two essays, reading and writing will be fully integrated because your writing will be responding to a variety of texts and making connections.

By the end of this unit you will be able to:

- Go through the writing process on your own including: writing paragraphs with one main idea, writing introductions, tying an essay together, including counterarguments (naysayers), writing conclusions, making a Works Cited, and citing sources in MLA format.
- Critically and comprehensively read and evaluate multiple sources.
- Peer edit other classmates' work to give constructive feedback.
- Receive constructive feedback and incorporate it into your writing.
- Further develop your metacognitive skills to reflect on your strengths and weaknesses as a writer and use that reflection to improve.
- Continue developing grammar skills comprehensively and contextually.

Unit Three: It's a Satirical World (7 Weeks)

In this unit, we will study the genre of satire. We will identify traits and strategies of satire by looking at satire from different time periods and geographies. The major assessment for this unit will be the partner Satire How-To Project.

Purpose and Expectations of Learning

The purpose of this unit is to continue developing our reading skills. Direct reading instruction will be used throughout this unit to learn about traits and strategies of satire and then developing our own satire.

By the end of this unit you will be able to:

- Identify and understand how satire is used and developed.
- Critically read and analyze examples of satire.
- Interact respectfully with multiple perspectives of a variety of topics portrayed satirically.
- Work cooperatively with a partner to create a satirical text.
- Go through the writing process, and peer edit and evaluate fellow classmates projects.
- Continue developing grammar skills comprehensively and contextually.

The final for the semester will be the **Electronic Portfolio**. This will be a website for students to revise, display, and reflect on the work they've done and the growth they've shown. The purpose of this final will be to showcase the growth of each student in all the areas of development we've been focusing on: reading comprehension, personal/career/life goals, the writing process, textual connections, grammar, and metacognitive skills.

Semester Two

Unit One: So Much Ambition, But No Motivation *Macbeth* (6 Weeks)

In this unit, we will read *Macbeth*, honing our reading comprehension skills. We will culminate the unit with a Character Job Interview and use it to think about our own ambitions and motivations.

Purpose and Expectations of Learning

The purpose of this unit is to continue developing our reading skills. Direct reading instruction will be used throughout this unit to read *Macbeth* and through that text make connections to our own ambitions and motivations.

By the end of this unit you will be able to:

- Identify and understand character motivations and traits and their impact on plot development.
- Critically read and understand Shakespeare.
- Critically evaluate and reflect on personal motivations and ambitions.
- Participate in a *Macbeth* Job Fair as a character from the play, interacting with classmates and other school officials.
- Continue developing grammar skills comprehensively and contextually.

Unit Two: What Do I Wanna Change (Persuasive Writing Part 2)? (8 Weeks)

This is the unit where we will take our skills we've gleaned and write our own research paper using our reading comprehension skills, our writing process habits, and communication skills. While students are researching more independently during this unit, we will read *Blink* by Malcolm Gladwell together and do a series of activities to hone our reading skills and see research in action. The major assessment for this unit will be the **Independent Research Argument**.

Purpose and Expectations of Learning

The purpose of this unit is to continue developing our

By the end of this unit you will be able to:

- Be entirely confident in your ability to go through the writing process independently.
- Be able to find and evaluate sources of information to find the most credible sources.
- Be able to comprehend and analyze college-level nonfiction texts.
- Be able to organize a longer essay in an introduction-body-conclusion format.
- Be able to tie together a variety of thoughts and sources using transition strategies.
- Be able to integrate sources into own words seamlessly and work fluently with MLA format
- Continue developing grammar skills comprehensively and contextually.

Unit Three: What Do I Have to Share? (4 Weeks)

For this unit, you will develop and present a TED Talk along with the rest of the senior class that will be viewed by the rest of the school. This will be recorded during English class and then uploaded to a Heritage TEDx Youtube channel to be viewed in homerooms the following week. The main assessment for this unit will be the **TEDx Talk**.

Purpose and Expectations of Learning

The purpose of this unit is to develop our voice by writing our own TEDx Talk. This unit will wrap up our thinking and working for the course and demonstrate your ability to be independent and a source of knowledge for others.

By the end of this unit you will be able to:

- Critically read and analyze examples of TED Talks.
- Go through the writing process independently to develop a well-thought out, independent, creative TED Talk.
- Deliver a formal speech for a wider audience than just the class.
- Use your metacognitive skills to reflect on your growth and development.
- Continue developing grammar skills comprehensively and contextually.

The final for the semester will be the **Electronic Portfolio**. This will be a website for students to revise, display, and reflect on the work they've done and the growth they've shown. The purpose of this final will be to showcase the growth of each student in all the areas of development we've been focusing on: reading comprehension, personal/career/life goals, the writing process, textual connections, grammar, and metacognitive skills.

Standards

RI.11- 12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11- 12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11- 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11- 12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

RI.11- 12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11- 12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11- 12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

W.11- 12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11- 12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11- 12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11- 12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11- 12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

SL.11- 12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11- 12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.11- 12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11- 12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

YOUR RESPONSIBILITIES

- **Complete all outside class writing assignments and participate in class.**

You will write major outside of class assignments this year; the fifth one will be done entirely electronically. For each of these you will be required to produce writing at various stages. You will receive a detailed assignment sheet for each assignment; you should read each one carefully and ask questions when you have them. Submit hard copies of all papers with any drafts (except the final portfolio), and submit electronic copies of final drafts as directed. The electronic submission is required for your assignments to be considered complete and for it to be graded. **You must complete and submit all four major assignments to be considered for a passing grade in this course.**

- **Meet deadlines.**

Meet all deadlines as specified on the class schedule and/or announced in class or on Cobra, and complete all work assigned outside class before class begins. If you cannot be in class on the day that an assignment is due, I will be glad to accept your work early. Papers submitted after the due date will lose points. **If you need an extension on a final draft of a paper, ask me before a paper is due.** Asking for an extension will not be held against you, so long as you do not make a habit of it, meaning that you may do it once. **If a paper is handed in late without permission**, for every weekday that it is late, it will lose 5% of the total points possible. The last day a paper will be accepted is one week after the deadline; however, without an extension, the paper will have lost 25% of the total points possible by that time and the *most* it will be able to earn is a C. **Extensions are not possible for rough drafts.**

- **Participate in group work/ peer review/ rough draft workshops/ discussions/ socratic seminars**

To receive full credit for rough draft

workshops/ peer review/ hotseat, you must have the assigned number of copies with you. And you must have a complete draft; you must then participate with your classmates. Just submitting a rough draft will not be enough to earn credit (An exception: Participating online *might* be possible in the case of a school-sanctioned conflict or a documented medical absence *if arrangements are made in advance*; the responsibility to request arrangements lies with the student).

Your thoughtful and active participation is expected. This means being engaged with what's going on in class, listening to others, and being as responsive as you can, always. To be actively engaged, you need to fulfill each reading and writing assignment thoughtfully.

Attendance Policy

Your attendance is required. If circumstances arrive where you cannot be in attendance, a phone call is required. However, this is a discussion/participation-oriented class and one that cannot be replicated by emails, phone calls, or other outside-the-classroom means. **Missing 20% of the classroom attendance will result in a letter grade reduction.**

Assignments must be turned in on the days they are due at the beginning of class. **If you are absent, I must receive an email before class begins with your assignment.** Of course, there are always extreme circumstances that will be handled as they occur.

Transitional English Schedule (2021-2022)

Semester 1

Date	Class Activities	Assignments Due
Week One: Thursday, August 19	<ul style="list-style-type: none"> Course Syllabus and Learning Expectations Google Classroom Senior of the Week 	<ul style="list-style-type: none"> Online Survey
Friday, August 20	<ul style="list-style-type: none"> How to annotate a text with “Why Study English?” Introducing Grammar and Vocabulary Routines 	<ul style="list-style-type: none"> Introduction Discussion Post Due
UNIT ONE: Resume/Self-Reflection and Interviewing Skills		
Week Two Readings	Thursday: Various Interviews	
Monday, August 23	<ul style="list-style-type: none"> Grammar/Vocabulary Warm Up (Email Etiquette) Online Portfolio and Resume: How to and example resumes Start resume and online portfolio 	<ul style="list-style-type: none"> Interest Survey Due
Tuesday, August 24	<ul style="list-style-type: none"> Grammar/Vocabulary Warm Up (Noredink.com assessment) Work on Resume and Online Portfolio Shell 	
Wednesday, August 25	<ul style="list-style-type: none"> Grammar/Vocabulary Warm Up First Days Podcast Project Introduction Good Interview Characteristics Reading Response Assignment 	<ul style="list-style-type: none"> Resume Draft and Online Portfolio Shell Due
Thursday, August 26	<ul style="list-style-type: none"> Grammar/Vocabulary Review Peer Feedback for Resume and Online Portfolio Good Interview Characteristics Discussion Post 	<ul style="list-style-type: none"> “Interview Characteristics Reading Response Assignment (Sections 1-2, 3-4) Due
Friday, August 27	<ul style="list-style-type: none"> Grammar/Vocabulary Quiz (Email Etiquette) Humans of New York Reading Response Assigned 	<ul style="list-style-type: none"> Email Response to Freshmen Partner Due
Week Three Readings	Monday: Humans of New York Stories Wednesday: “Stories to Tell in a Job Interview”	
Monday, August 30	<ul style="list-style-type: none"> Grammar/Vocabulary Warm Up (Resumes) Developing Good Interview Questions Activity 	<ul style="list-style-type: none"> Humans of New York Reading Response Assignment (Sections 1-2, 3-4) Due
Tuesday, August 31	<ul style="list-style-type: none"> Grammar/Vocabulary Warm Up (Noredink.com) “Stories to Tell in A Job Interview” Article Reading Response Assignment 	<ul style="list-style-type: none"> Podcast Project Questions Due
Wednesday, September 1	<ul style="list-style-type: none"> Grammar/Vocabulary Warm Up Share and write our own stories 	<ul style="list-style-type: none"> “Stories to Tell in A Job Interview” Article Reading Response Assignment (Sections 1, 3-4) Due
Thursday, September 2	<ul style="list-style-type: none"> Grammar/Vocabulary Review (Noredink.com) How to write paragraphs (PIES) 	<ul style="list-style-type: none"> Audio of Interview Due (Done during HR)

Friday, September 3	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Resumes) • How to write paragraphs (PIES) 	• PIES paragraph one Due
Week Four Reading	Thursday: Paper One Article One Friday: Paper One Article Two	
Tuesday, September 7	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Podcast Project Wrap-Up 	• PIES paragraph two Due
UNIT TWO: Call to Action (Persuasion Part 1)		
Wednesday, September 8	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • Paper One Prompt (1000 words) • Article One 	• Thank You Email and questions and Notes Due
Thursday, September 9	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • Article Two 	• Article One Reading Response Assignment Due
Friday, September 10	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Article Three 	• Article Two Reading Response Assignment Due
Week Five Readings	Monday: Paper One Article Three Tuesday: Paper One Article Four	
Monday, September 13	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • Article Four 	• Article Three Reading Response Assignment Due
Tuesday, September 14	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Planning a paper 	• Article Four Reading Response Assignment Due
Wednesday, September 15	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • Adding a FULL Introduction 	• Planning Sheet for Paper Due
Thursday, September 16	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • Revision tying it all together 	• Introduction Due
Friday, September 17	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Adding a counter argument 	• Transitions, pointing words, repeating with a difference highlighted.
Week Six Reading		
Monday, September 20	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • Conclusion 	• Counter Argument Due
Tuesday, September 21	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Rough Draft 	• Conclusion Due
Wednesday, Sept. 22	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • MLA Formatting Works Cited 	• Completed Rough Draft Due
Thursday, September 23	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • Peer Revision 	• Works Cited Due

Friday, September 24	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Feedback on Drafts • Revision 	• Peer Feedback Due
Week Seven Readings	Wednesday: Paper Two Article One Thursday: Paper Two Article Two Friday: Paper Two Article Three	
Monday, September 27	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • Paper Reflection and Electronic Portfolio Entry 	• Final Paper One Due
Tuesday, September 28	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Introduce Paper Two Topic (1200 words) • Article One 	
Wednesday, Sept. 29	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • They Say Templates Lesson 	• Article One Reading Response Assignment Due
Thursday, September 30	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • I Say Templates (Agree/Disagree/Maybe) 	• Article Two Reading Response Assignment Due
Friday, October 1	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Class Debate 	• Article Three Reading Response Assignment Due
Week Eight Readings	Tuesday: Paper Two Article Four Wednesday: Paper Two Article Five Thursday: Paper Two Article Six	
Monday, October 4	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • Naysayers Templates 	
Tuesday, October 5	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Naysayers Contest 	• Article Four Reading Response Assignment Due
Wednesday, October 6	<ul style="list-style-type: none"> • Grammar/Vocabulary Review • Using Rhetorical Devices to enhance your writing and voice 	• Article Five Reading Response Assignment Due
Thursday, October 7	<ul style="list-style-type: none"> • Grammar/Vocabulary (Noredink.com) (Contextualized Grammar) • Paper Planning Sheet 	• Article Six Reading Response Assignment Due
Week Nine Readings		
Tuesday, October 12	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Introductions 	• Paper Planning Sheet Due
Wednesday, October 13	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • Body Revisions/ Tying it all together 	• Full Introduction Due
Thursday, October 14	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • Counter Argument 	• Transition Identifications Due
Friday, October 15	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) 	• Counter argument Due

	<ul style="list-style-type: none"> • Conclusions 	
Week Ten Readings		
Monday, October 18	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • Drafting/ Works Cited 	• Conclusion Due
Tuesday, October 19	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Peer Review Stations 	• Rough Draft Due
Wednesday, October 20	<ul style="list-style-type: none"> • Grammar/Vocabulary Review • Peer Review Stations 	
Thursday, October 21	<ul style="list-style-type: none"> • Grammar/Vocabulary (Noredink.com) (Contextualized Grammar) • Drafting 	• Peer Feedback Due
Week Eleven Readings	Tuesday: Introduction into Satire Video: https://liberalarts.oregonstate.edu/wlf/what-satire “Four Techniques of Satire” Wednesday-Friday: <i>fojo Rabbit</i>	
Monday, October 25	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • Paper Reflection and Electronic Portfolio Entry 	• Final Paper Two Due
UNIT THREE: Satire		
Tuesday, October 26	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • What is Satire Lesson • Satire Techniques Practice 	
Wednesday, October 27	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • <i>fojo Rabbit</i> 	• Satire Technique Identification Assignment Due
Thursday, October 28	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • <i>fojo Rabbit</i> 	
Friday, October 29	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • <i>fojo Rabbit</i> 	
Week Twelve Readings	Tuesday: “A Modest Proposal” by Jonathan Swift	
Monday, November 1	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • <i>fojo Rabbit</i> Socratic Seminar 	• Socratic Seminar Questions Due
Tuesday, November 2	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • “A Modest Proposal” by Jonathan Swift Guided Reading 	
Wednesday, November 3	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • “A Modest Proposal” Discussion 	• “A Modest Proposal” Discussion Questions Due
Thursday, November 4	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • “A Modest Proposal” Assessment Questions 	

Friday, November 5	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Satire in Cartoons 	
Week Thirteen Readings	Satirical Cartoons Onion Articles	
Monday, November 8	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • Satire Cartoon Presentations 	• Satire Cartoon Analysis Due
Tuesday, November 9	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Introduction to How To Satire Partner Project • Onion Article Analysis Started 	
Wednesday, November 10	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • Onion Article Discussion 	• Onion Article Analysis Due
Thursday, November 11	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • Project Proposal Presentations 	• Project Brainstorming Sheet Due
Friday, November 12	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Project Proposal Presentations 	
Week Fourteen Readings		
Monday, November 15	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • Corrections for Paper One 	• Presentation Write-Up Due
Tuesday, November 16	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Corrections for Paper One 	
Wednesday, November 17	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up • Corrections for Paper Two 	• Corrections for Paper One Due
Thursday, November 18	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • Corrections for Paper Two 	
Friday, November 19	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Electronic Portfolio Paper Entries Due 	• Corrections for Paper Two Due
Week Fifteen Readings		
Monday, November 22	• Satire Project Hotseat	• Satire Project Outline Due
Week Sixteen Readings		
Monday, November 29	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • Satire Partner Project 	• Satire Project Hotseat Write Up Due
Tuesday, November 30	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Satire Partner Project 	
Wednesday, December 1	• Grammar/Vocabulary Warm Up	

	<ul style="list-style-type: none"> • Satire Partner Project Peer Review 	
Thursday, December 2	<ul style="list-style-type: none"> • Grammar/Vocabulary Review (Noredink.com) • Satire Partner Project 	<ul style="list-style-type: none"> • Satire Project Peer Review Write-Up Due
Friday, December 3	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Final Satire Partner Project Presentations 	<ul style="list-style-type: none"> • Final Satire Partner Project Due
Week Seventeen Readings	<i>SNL</i> Satire Clips	
Monday, December 6	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Contextualized Grammar) • SNL Satire Clips (Annotations) 	<ul style="list-style-type: none"> • Satire Partner Project Reflection Due
Tuesday, December 7	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Satire Review 	
Wednesday, December 8	<ul style="list-style-type: none"> • Grammar/Vocabulary Warm Up (Noredink.com) • Satire Review 	
Thursday, December 9	<ul style="list-style-type: none"> • Satire Test 	
Friday, December 10	<ul style="list-style-type: none"> • Grammar/Vocabulary Quiz (Contextualized Grammar) • Satire Improv Game 	
Week Eighteen Readings		
Monday December 13	<ul style="list-style-type: none"> • Work on portfolio • Conferencing on Electronic portfolio 	
Tuesday, December 14	<ul style="list-style-type: none"> • Work on portfolio • Conferencing on Electronic portfolio 	
Wednesday, December 15	<ul style="list-style-type: none"> • Work on portfolio • Conferencing on Electronic portfolio 	<ul style="list-style-type: none"> • Workshopping Electronic Portfolio Entries and Responses Due at end of period.
Thursday, December 16	<ul style="list-style-type: none"> • Work on portfolio 	
Friday, December 17	FINAL ELECTRONIC PORTFOLIO DUE @ 9 pm	