

ENGLISH 101

UNIT PLANS **OPTION A**

ENGLISH 101 UNIT PLANS – Option A

Unit Title: Chapter 1: Writing Myths and Rituals					
Time Allotted: 1 week					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Reflect on their reading and writing practices</p> <p>Become members of academic discourse communities</p>		<p>Ch. 1, PHG</p> <p>Orwell’s “Why I Write” MR</p> <p>Roberts’ “How to Say Nothing in 500 Words” MR</p> <p>Thomas’ “Notes on Punctuation” MR</p> <p>Zinsser’s “The Act of Writing” MR</p>	<p>Fact or Fiction icebreaker</p> <p>Collect Diagnostic Writing Sample</p> <p>Students to jot down their “myths” about writing</p> <p>Students write 2 paragraphs on rituals: one they enjoy, and their own writing rituals.</p> <p>Compare to see if there is a positive element they can apply from a ritual they enjoy to their own writing</p>		<p>Students will begin to see perspectives on why and how writers write</p> <p>Encourage good writing practices as an attainable goal as compared to myth that “good writers are born.”</p> <p>Emphasized value on writing as a ritual in comparison to other practices which benefit from ritualistic behaviors</p>

ENGLISH 101 UNIT PLANS – Option A

Unit Title: Chapter 2: Rhetorical Situations					
Time Allotted: 1 class period					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Read and comprehend academic discourse.</p> <p>Discover, develop, and articulate ideas through discussion and writing</p> <p>Become members of academic discourse communities.</p>		<p>Ch. 2 PHG</p> <p>Wong’s “The Struggle to be an All-American Girl”</p> <p>Zoellner’s “I’m O.K., but You’re Not”</p> <p>Mernissi’s “Size 6: The Western Women’s Harem” MR</p> <p>Staples’ “Black Men in Public Space” MR</p> <p>Bloom’s “Music” MR</p>	<p>Group students to discuss and respond to Wong & Zoellner’s essays based on pages 33-34</p>		<p>Assessing narratives based on different structure and style</p> <p>Recognizing social, cultural and political contexts in narration</p>

ENGLISH 101 UNIT PLANS – Option A

Unit Title: Chapter 3: Observing					
Time Allotted: 1.3 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Read and comprehend academic discourse.</p> <p>Discover, develop, and articulate ideas through discussion and writing.</p> <p>Communicate effectively within various rhetorical contexts.</p> <p>Discover, develop, revise, and express their ideas.</p>	<p>Become active participants on USI's campus and gain exposure to campus offerings</p>	<p>Ch. 3 PHG</p> <p>Mowat's "Observing Wolves" and Scudder's "Take this Fish and Look at It"</p> <p>Nafisi's "Mysterious Connections that Link Us Together" MR</p> <p>Rosenblatt's "I am Writing Blindly" MR</p>	<p>Discuss and respond to Mowat's essay based on p.73-74 and discuss and respond to Scudder's essay based on p. 65</p> <p>Visit McCutchan Art Gallery</p> <p>Discuss Schulz' "Do You Think Things Change as We Get Older?" MR</p>	<p>1-2 page mini observation on artwork</p> <p>Essay #1 (see attached)</p>	<p>Recognizing technique of <i>repeated observation</i> in essays</p> <p>Evaluating descriptions based on vividness and insightfulness</p>

ENGLISH 101 UNIT PLANS – Option A

Unit Title: Chapter 4: Remembering					
Time Allotted: 1.9 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Read and comprehend academic discourse.</p> <p>Discover, develop, and articulate ideas through discussion and writing.</p> <p>Communicate effectively within various rhetorical contexts.</p> <p>Discover, develop, revise, and express their ideas.</p>		<p>Ch. 4 PHG</p> <p>Carver’s “Cathedral”</p> <p>Schneider’s “Memory: Tips You’ll Never Forget”</p> <p>Walker’s “Beauty: When the Other Dancer is The Self”</p> <p>Alejandroz’s “Cesar Chaves Saved my Life”</p> <p>Milosz’ “American Ignorance of War” MR</p> <p>Mairs’ “On Being a Cripple” MR</p>	<p>Students write and describe an object, pair up and read each other’s description, from memory draw object; compare to Carver</p> <p>Read and discuss essays based on questions that follow each one</p> <p>During in-class writing, have students make a list of 10 things they know nothing about and 10 things they consider themselves knowledgeable of or “experts” in, and have them briefly define why and how</p>	<p>Essay #2 (see attached)</p>	<p>Students gain exposure to various styles and contexts of narrative essays</p> <p>Gain exposure to difference between fiction and personal essay; can emphasize importance of rhetoric and composition</p>

ENGLISH 101 UNIT PLANS – Option A

Unit Title: Chapter 5: Reading					
Time Allotted: 1 class period					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Read and comprehend academic discourse.</p> <p>Discover, develop, and articulate ideas through discussion and writing.</p> <p>Discover, develop, revise, and express their ideas.</p> <p>Evaluate positions on issues from critical perspectives.</p> <p>Develop, refine and defend a personal ethos.</p>	<p>Understand and evaluate benefit of critical reading vs. solely responding to texts based on reader response criticism</p> <p>Expand students' "horizons of expectations" while reading</p>	<p>Ch. 5 PHG</p> <p>Welty's "Listening"</p> <p>Atwood's "Letter to America"</p> <p>Baldwin's "The Discovery of What it Means to be an American"</p> <p>Sedaris' "Me Talk Pretty One Day" MR</p> <p>Nilsen's "Sexism in Language"</p> <p>Shields' "The Case for Curling Up With a Book" MR</p>	<p>Discuss essays</p> <p>Students will write to define critical reading compared to their typical reading process</p>		<p>Gain a sense of evaluating author's meaning, historical context, language itself, and other readers' responses in relation to text as a whole</p>

ENGLISH 101 UNIT PLANS – Option A

Unit Title: Chapter 8: Explaining					
Time Allotted: 1.3 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Read and comprehend academic discourse.</p> <p>Discover, develop, and articulate ideas through discussion and writing.</p> <p>Discover, develop, revise, and express their ideas.</p>		<p>Ch. 8 PHG</p> <p>Barlow’s “Is There a There in Cyberspace?”</p> <p>Orman’s “How to Take Control of Your Credit Cards”</p> <p>Tannen’s “Male and Female Students Use Language Differently”</p>	<p>Students will discuss a comparison on two objects that are closely related to explain similarities and differences</p> <p>Discuss essays</p>	<p>Students will write a comparison on two objects that are closely related to explain similarities and differences</p>	<p>Students will be able to closely define details</p>

ENGLISH 101 UNIT PLANS – Option A

Unit Title: Chapter 9: Evaluating					
Time Allotted: 2.1 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Read and comprehend academic discourse.</p> <p>Discover, develop, and articulate ideas through discussion and writing.</p> <p>Discover, develop, revise, and express their ideas.</p> <p>Develop, refine and defend a personal ethos.</p> <p>Language appropriate to the rhetorical context.</p>	<p>Understanding the differences between pure objectivity and subjectivity</p>	<p>Ch. 9 PHG</p> <p>Alter’s “Time to Think About Torture” MR</p> <p>Malcolm X’s “A Homemade Education”</p> <p>Moore’s “Idiot Nation” MR</p> <p>Pogue’s “Take My Privacy” MR</p> <p>Campos’ “Modern Witch Hunts” MR</p>	<p>Students will write an objective and subjective description of a friend or co-worker</p>	<p>Essay #3 (see attached)</p>	

ENGLISH 101 UNIT PLANS – Option A

Unit Title: Chapter 10 & 11: Problem Solving & Argument					
Time Allotted: 3.9 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Discover, develop, and articulate ideas through discussion and writing.</p> <p>Discover, develop, revise, and express their ideas.</p> <p>Develop, refine and defend a personal ethos.</p> <p>Language appropriate to the rhetorical context.</p> <p>Reasoned arguments.</p> <p>Organized ideas. Developed supporting evidence.</p>	<p>Become active participants on USI's campus</p>	<p>Ch. 10 PHG</p> <p>Ch. 11 PHG</p> <p>Nadler's "Low Class: How Progressive Education Hurts the Poor and Minorities" MR</p>	<p>Group writing assignment, Essay #4</p>	<p>Essay #4 (see attached)</p>	<p>Understand Rogerian argument and Toulmin method for argument</p>