

ENGLISH 101

UNIT PLANS **OPTION B**

ENGLISH 101 Unit 1 – Option B

Unit Title: Introduction					
Time Allotted: 1 week					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
Academic Discourse Conventions	<p>Reintroduce students to metaphor, simile, analogy, action verbs.</p> <p>Begin work on using precise rather than vague language.</p>	<p>3-9 (writing practices)</p> <p>17-29 (Audience, genre)</p> <p>35-37 (Writing Process)</p> <p>40-46 (Athletes and Analysis)</p> <p>Merc Reader:</p> <p>“I Am Writing Blindly”</p> <p>“The Act of Writing”</p> <p>“Notes on Punctuation”</p>	<p>Introduction to class</p> <p>Discuss purpose of writing/communication</p> <p>Break into groups, discuss intended audience, purpose, thesis, analyze strength of thesis</p>	Observation essay assigned at end of week	<p>Set tone for class, begin work toward group cohesion.</p> <p>Chapters covered 1, 2</p>

ENGLISH 101 Unit 2 – Option B

Unit Title: Observation					
Time Allotted: 3 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Academic Discourse Conventions</p> <p>Enhancement of Individual Development</p>	<p>Reintroduce students to metaphor, simile, analogy, action verbs.</p> <p>Begin work on using precise rather than vague language.</p> <p>Introduce students to peer review process</p>	<p>51-58 (Observing intro)</p> <p>60-64 (Fish), 66-73 (Wolves)</p> <p>76-85 (Techniques, subjects)</p> <p>Outside Essay</p> <p>90-99 (Student Essays)</p>	<p>Discuss techniques of observation</p> <p>Define simile, metaphor, analogy, allusion, etc.</p> <p>Analyze essays and techniques within</p> <p>Read outside samples of descriptive writing</p> <p>Play “She Loves You” and “Eleanor Rigby,” discuss difference between vague and specific language</p> <p>Have 3-5 volunteers share essays</p> <p>Grammar review sheets, if necessary</p>	<p>Quiz over simile, metaphor, analogy, allusion, etc.</p> <p>Have students bring in and share prose or poetry that they feel is descriptive</p> <p>In-class writing - Bring in three odd objects and have students write descriptions of them in class.</p> <p>Vocabulary quiz</p> <p>Mini-observation essay</p> <p>4-page observation</p>	<p>Students improve use of descriptive and precise language, work toward personal insight and critical thinking.</p> <p>Build class cohesion and trust in methods and instructor</p> <p>Chapter 3, Observation covered.</p>

		86-89 (revising) Merc Reader: “How to Say Nothing in 500 Words” “Mysterious Connections” “The Case for Curling” “Me Talk Pretty One day” “Black Men in Public Space”	Peer review of draft 1 Discuss to be verbs Peer review of draft 2	essay In-class writing – draft an exciting scene using no to-be verbs. Final draft of paper In-class writing – personal assessment of paper	
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ENGLISH 101 Unit 3 – Option B

Unit Title: Remembering					
Time Allotted: 3 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Academic Literacy</p> <p>Academic Discourse Conventions</p> <p>Enhancement of Individual Development</p>	<p>Continued improvement of language from vague to precise</p> <p>Strive for improved paragraph flow</p> <p>Encourage insight and analysis</p>	<p>101-108 (Chap 4 intro, remembering techniques)</p> <p>30-31 (American Girl) 109-116 (Lives on the Boundary)</p> <p>126-129 (Chavez Saved My Life)</p> <p>Ch 8 (paragraph flow, lead-ins)</p> <p>130-142 (Ch 4 techniques)</p> <p>142-149 (Wind Catcher)</p> <p>Ch 11 (Intro, Argument, Claims, Appeals)</p> <p>Ch 11 (logical fallacies)</p> <p>Ch 11 (Choosing/Drafting/collecting</p>	<p>Discuss techniques</p> <p>Analyze essays and techniques within</p> <p>Have 3-5 volunteers share essays</p> <p>Read samples of sentences with: Short choppy structure, word echo, all present tense</p> <p>Peer review of</p>	<p>Mini-essay: Childhood experience you view differently now</p> <p>In-class writing – describe an important person in your life.</p> <p>Vocabulary quiz</p> <p>Bring in lead-ins/introductions</p> <p>4-page Remembering Essay</p> <p>In-class writing – describe a place that used to be important to you.</p>	<p>Students improve precision and competence</p> <p>Students build scaffold toward insight and critical thinking</p> <p>Chapters 4 “Remembering” covered in detail. Concepts in Ch 11, “Arguing” introduced</p> <p>Arguments and fallacies introduced in brief prior to assignment of essay 3, encouraging new ways of evaluating familiar ideas.</p>

		<p>argument)</p> <p>Merc Reader:</p> <p>“Do You Think That Things Change...”</p> <p>“Music”</p> <p>“Sexism in English”</p>	<p>draft 1</p> <p>Break into groups and craft two examples of each kind of appeal</p> <p>Break into groups and craft two of several sorts of logical fallacies (simplified)</p> <p>Peer review of draft 2</p>	<p>Final draft of paper</p> <p>In-class writing – personal assessment of paper</p>	
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ENGLISH 101 UNIT 4 – Option B

Unit Title: Explaining					
Time Allotted: 4 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
Academic Literacy Enhancement of Individual Development	Discover, develop, and articulate ideas through discussion and writing. Evaluate positions on issues from critical perspectives. Develop, refine and defend a personal ethos.	158-161 (Diversity) 152-158 (Critical thinking/reading discussion) 161-166 (summary and response) (Chap 8 intro, explaining techniques) 168-171 (Atwood) 194-201 (Summary and Response) 204-207 (Response to Atwood) Ch 8 (“How Male and Female Students Use Language Differently)	Discuss techniques Analyze essays and techniques during class discussion Have 3-5 volunteers share essays Student conferences Peer review of draft 1 Peer review of draft 2	Mini-essay: Summarize a response to a review you disagree with, respond In-class writing: Explain difference or similarity of two very different objects Vocabulary quiz 4-page Explanation/label Essay	Students examine a belief or label they hold dear or that has personally affected them, building insight and performing critical thinking. Chapter 5 “Reading” introduced and Chapter 8 “Explaining” covered in detail.

		<p>208-212 (Student response to Male/Female Students)</p> <p>Ch 8 “Credit Cards” “Multiracial” “English Only” “Anorexia Nervosa”</p> <p>Merc Reader:</p> <p>“A Homemade Education”</p> <p>“On Being a Cripple”</p> <p>“The Discovery of What it Means...”</p> <p>“American Ignorance”</p> <p>“Size 6: The Western Women’s Harem”</p>			
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ENGLISH 101 UNIT 5 – Option B

Unit Title: Evaluating					
Time Allotted: 4 weeks					
Course Objectives Addressed	Other Objectives	Readings	Activities	Assignments	Outcomes
<p>Academic Literacy</p> <p>Academic Discourse Conventions</p> <p>Enhancement of Individual Development</p>	<p>Discover, develop, and articulate ideas through discussion and writing.</p> <p>Evaluate positions on issues from critical perspectives.</p> <p>Develop, refine and defend a personal ethos.</p> <p>Students will have:</p> <ul style="list-style-type: none"> • Reasoned arguments. • Organized ideas. • Developed supporting evidence. • Appropriate documentation and format. 	<p>215-222 (Ch 6 Analyzing and Designing Visual intro)</p> <p>222-230 (Text & Visuals, Parkinson’s and Looters)</p> <p>Ch 9 (Evaluating intro and essays)</p> <p>152-158 (Critical thinking/reading discussion)</p> <p>Ch 11 “Internet”</p> <p>Ch 11 (global warming)</p> <p>Ch 11 (Immigration)</p>	<p>Have students bring in image with paragraph of explanation, share with class</p> <p>Discuss techniques</p> <p>Outside reading – editorials with logical fallacies</p> <p>Analyze essays and techniques during class discussion</p> <p>Break into groups and find fallacies in editorials</p> <p>Peer review of draft 1</p> <p>Peer review of draft 2</p>	<p>Quiz: Appeals & Claims and Supports</p> <p>Quiz: Logical Fallacies</p> <p>Vocabulary quiz</p> <p>4-page Evaluation/Argument essay</p> <p>Quiz: logical fallacies</p> <p>Assessment of final version of paper</p> <p>Semester assessment essay</p>	<p>Students look again at the basics of argument, appeals, claims, and logical fallacies, this time in more detail.</p> <p>Chapters 11 “Arguing” and 5 “Reading” covered.</p> <p>Chapter 6 “Analyzing and Designing Visuals” covered</p>

		<p>Ch 11 (student argument essays)</p> <p>Merc Reader:</p> <p>“Time to Think About Torture”</p> <p>“Idiot Nation”</p> <p>“Low Class”</p> <p>“The Christian Paradox”</p>			
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