

## LNG 405: Syllabus for First Nine Weeks

### Points to remember:

1. All graded written work is completed in blue or black ink on loose-leaf paper only.
2. All typed assignments follow *MLA* criteria other than *Mass Hysteria* assignment.
3. Assignments are due on the date listed unless otherwise noted. Be prepared for pop quizzes.
4. Staying up to date with current events is crucial, so watch, read, and/or listen to the news.
5. If you have a question, do not assume. ASK!

August	5	Brief introduction to class with handouts Aristotle's five traditional canons of rhetoric Assign abbreviated autobiography
	6	<b>Writing assessment on <i>In Cold Blood</i> and <i>The Great Gatsby</i></b>
	7	Focus on Kenneth Burke's Pentad with class activity Issue vocabulary list #1A
	10	<b>Collect notes from Burton &amp; Wheeler websites</b> Introduce "Delivery" assignment Class in groups creates rough draft of essay on <i>The Great Gatsby</i>
	11	Class in groups creates rough draft of essay on <i>The Great Gatsby</i>
	12	Discussion of Rhetorical Triangle and other key concepts What makes an argument? with class activity
	13	Check & review vocabulary list #1A Basics of argument with class activity
	14	<b>Group final drafts due for essay on <i>The Great Gatsby</i></b> <b>Fall benchmark or practice AP multiple-choice assessment</b> <b>Vocabulary quiz #1A including literary terms</b> Issue vocabulary list #1B
	17	Research day – in groups students explore concept of the American Dream during the Roaring '20s and the 1950s – meet in lab 126
	18	Class discussion – Compare and contrast historical context of <i>The Great Gatsby</i> and <i>In Cold Blood</i> as it relates to the American Dream (sharing of research)
	19	Class discussion – Compare and contrast historical context of <i>The Great Gatsby</i> and <i>In Cold Blood</i> as it relates to the American Dream (sharing of research)
	20	<b>"Delivery" assignment due</b> Return final drafts of essay on <i>The Great Gatsby</i> with Notes on Writing Check & review vocabulary list #1B
	21	Issue and introduce <i>The Scarlet Letter</i> <b>Vocabulary quiz #1B including literary terms</b> Issue vocabulary list #2A
	24	Focus on rhetorical devices in <i>In Cold Blood</i> & <i>The Great Gatsby</i> --- be prepared writing prompt and discussion
	25	<b>In-class essay #1</b>
	26	Power point notes on Colonial and Revolutionary America
	27	Have read selections on Native American culture pp. 50-63 (gold textbook) Video clips in class for discussion Check & review vocabulary list #2A
	28	<b>Vocabulary quiz #2A including literary terms</b> Issue vocabulary list #2B

- SSR with summary: *The Scarlet Letter*  
Issue *Readings for Writers* with assignments
- 31 Return in-class essay #1 with Notes on Writing  
Brief introduction of synthesis essay  
15 minutes to read synthesis articles
- September 1 **In-class essay #2 – synthesis prompt**  
2 Have read selections by William Bradford pp. 100-106, Anne Bradstreet & Edward Taylor pp. 110-116 (gold textbook)  
Class discussion will connect power point material to literary selections  
Check & review vocabulary list #2B  
3 Power point notes on the Revolutionary Period  
**Assignment #1 due for *Readings for Writers***  
4 SSR with summary: *The Scarlet Letter*  
**Vocabulary quiz #2B including literary terms**  
Issue vocabulary list #3A
- 7 Labor Day – holiday!  
8 ***The Scarlet Letter* test**  
9 Have read selections by Patrick Henry pp. 222-230, Thomas Paine pp. 244-251, and Benjamin Franklin pp.262-271 (gold textbook)  
Class discussion will connect researched material to literary selections  
10 Have read *The Declaration of Independence* pp. pp. 234-240 (gold textbook)  
Decide on a situation from which you will declare independence  
Check & review vocabulary list #3A  
First discussion of *The Scarlet Letter*  
11 **Vocabulary quiz #3A including literary terms**  
Issue vocabulary list #3B  
Focus on rhetorical devices in *The Scarlet Letter*
- 14 Have read Cathy Booth Thomas "A New Scarlet Letter" (This essay is online.)  
**Assignment #2 due for *Readings for Writers***  
Focus on rhetorical devices in *The Scarlet Letter*  
15 **Share declarations**  
16 **Share declarations**  
17 Return essay #2 with Notes on Writing  
Catch-up day  
Check & review vocabulary list #3B  
18 Issue and introduce *The Crucible*  
**Vocabulary quiz #3B including literary terms**  
Issue vocabulary list #4A
- 21 Have read "McCarthyism" pp. 212-213, "The Demons of Salem, With Us Still" pp. 214-215, & "Timebends" p. 216 (gold textbook)  
22 **Test on *The Crucible***  
23 **Assignment #3 due for *Readings for Writers***  
Video: *The Village*  
24 **Assignment #4 due for *Readings for Writers***  
Video: *The Village*

- Check & review vocabulary list #4A
- 25 **Vocabulary quiz #4A including literary terms**  
Issue vocabulary list #4B  
Video: *The Village*  
Assign mini Mass Hysteria Project
- 28 APA instruction  
Research day for Mass Hysteria Project
- 29 **Assignment #5 due for *Readings for Writers***  
Research day for Mass Hysteria Project – meet in lab 126
- 30 **In-class essay #3 – argument prompt**
- October 1 Have read excerpt from "Sinners in the Hands of an Angry God" pp. 118-125 – pay close attention to the artwork (gold textbook)  
Check & review vocabulary list #4B
- 2 **Vocabulary quiz #4B including literary terms**  
Issue vocabulary list #5A  
Issue and introduce *Billy Budd*
- 5 **Assignment #6 due for *Readings for Writers***  
Return in-class essay #3 with Notes on Writing
- 6 Begin lesson on style
- 7 Continue lesson on style with activity

End of first nine weeks!

Note: Mini Mass Hysteria Project due Wednesday, October 14  
Assessment on *Billy Budd*, Tuesday, October 20

## LNG 405-406: Second Nine Weeks Syllabus

### Details to remember:

- All graded written work is completed in blue or black ink on loose-leaf paper only. I will return assignments to be redone (10 point penalty), AND I will subtract ten points from quizzes and tests if they are completed in pencil.
- All typed assignments follow *MLA* criteria, especially requirements for double-spacing essays.
- Assignments are due on the date listed unless otherwise noted. A ten-point penalty is assessed for each day an assignment is late.
- Be prepared for quizzes or journal responses on reading assignments
- If you have a question, do not assume. ASK!
- **DISCLAIMER:** The syllabus may be altered as needed.

### Schedule of Activities:

October	9	Begin lesson on style
	10	Briefly review vocabulary list #5B Continue lesson on style
	11	Vocabulary quiz #5B Issue vocabulary list #6A SSR: <i>Billy Budd</i> with summary
	14	No school – School Holiday
	15	No school – Student Holiday
	16	Mass Hysteria paper due Power point notes on Romanticism and Gothic Romanticism
	17	Briefly review vocabulary list #6A Have read Poe's "The Masque of the Red Death" and Stephen King's excerpt from <i>Danse Macabre</i> – In your journal answer p. 435: 7 and p. 451: 2. In class – Analyzing Visual Design (media study in reference to Poe) Notes on Poe's contributions to literature
	18	Vocabulary and terms quiz #6A Issue vocabulary list #6B AP exam practice – multiple choice questions part 2 Read "Thanatopsis" by William Cullen Bryant for Monday
	21	Focus on Bryant and Longfellow (poem introduced in class today)
	22	In-class Essay on <i>Billy Budd</i> – Be prepared with annotations! Homework: Read the information on Herman Melville and the excerpt from <i>Moby Dick</i> for tomorrow
	23	Discussion of <i>Billy Budd</i> – focus on rhetorical devices and style Read for homework the information on Emerson and excerpts from "Nature" and "Self-Reliance" - In your journal answer p. 367: 4 We will discuss #5 & #6 in class tomorrow
	24	Focus on the qualities of Transcendentalism and the Transcendentalist spirit Briefly review vocabulary list #6B
	25	Issue to those needing the novel and introduce <i>Adventures of Huckleberry Finn</i> Vocabulary quiz #6B Issue vocabulary list #7A Homework for Monday – read information on Thoreau and excerpts from <i>Walden</i> , "Civil Disobedience," and "On Civil Disobedience" by Gandhi

In your journal answer p. 380: 8 and p. 393: 2 Be prepared to discuss p. 393: 3 in class

- 28 Four corners discussion on Transcendentalism and Anti-Transcendentalism  
Homework – read selections in the textbook by Emily Dickinson and Walt Whitman
- 29 Notes on innovative contributions to poetry from Dickinson and Whitman
- 30 In-class essay – Synthesis question
- 31 Briefly review vocabulary list #7A  
Class work: Read selections by Douglass and Jacobs with written responses
- November 1 Vocabulary and terms quiz #7A  
Practice AP language multiple choice #3  
Homework: complete the “Read for Information: Synthesis” on p. 575 in gold textbook  
Issue vocabulary list #7B
- 4 Power point notes on Realism and Naturalism  
Homework: Read “The Yellow Wallpaper” and “Why I Wrote the Yellow Wallpaper”; in your journal answer p. 785: 8
- 5 In class: Kate Chopin and “The Story of an Hour”
- 6 Precis Writing #1 – in-class activity
- 7 Return synthesis essay  
Focus on writing conclusions  
Briefly review vocabulary list #7B
- 8 Power point notes on Regionalism and local color  
Vocabulary quiz #7B  
Issue vocabulary list #8A
- 11 In-class: “American Landscapes” (media study)
- 12 Power point notes on Modernism and the Harlem Renaissance
- 13 In-class: “Advertising in the Jazz Age”  
Briefly review vocabulary list #8A
- 14 In-class essay #3: Argument  
Homework: Read “A New Kind of War” by Ernest Hemingway – Focus on subjectivity as opposed to objectivity required of news reporting.
- 15 Vocabulary and terms quiz #8A  
Issue vocabulary list #8B (last list for first semester!)  
SSR: *Adventures of Huckleberry Finn* with summary
- 18 Return in-class essays
- 19 Focus on individuality in Modern poetry: Pound, Stevens, Cummings, Frost
- 20 Assessment: *Adventures of Huckleberry Finn*
- 21 Introduce Motif Murals for *Adventures of Huckleberry Finn*  
Briefly review vocabulary list #8B
- 22 Vocabulary quiz #8B  
Create motif murals
- 25
- 26
- 27 Thanksgiving break: Be sure to give thanks for your blessings.
- 28
- 29

- December
- 2      **Share motif murals**
  - 3      **Power point notes on the late 20<sup>th</sup> century**
  - 4      **In-class: "Perspectives in the News" (media study)**  
**Homework: Read "Strive toward Freedom," "Necessary to Protect Us,"**  
**and Martin Luther King, Jr.'s "He Showed Us the Way" – Prepare for**  
**tomorrow's debate by doing activity on p. 1175 – do not write the essay;**  
**just gather the evidence from the selections**
  - 5      **In-class debate**  
**Homework: Read "My Dungeon Shook: Letter to My Nephew"**  
**To turn in for a grade, answer p. 1199: #5 & 6**
  - 6      **In-class: Reading and discussing structure of "I Have a Dream" speech**  
**Homework: Read "Letter from Birmingham Jail" and answer in your**  
**journal p. 1157: #7**
  
  - 9      **Precis writing #2 – in-class activity**
  - 10     **Unit Test**
  - 11     **Classwork: poets Brooks, Dove, and Collins**
  - 12     **Classwork: poets Hayden, Roethke, and Vandross**
  - 13     **Catch up day**
  
  - 16     **Distribute exam review**  
**Precis writing #3 – in-class activity**
  - 17     **Exam review if necessary**
  - 18
  - 19                 **Exams**
  - 20

**HAVE A WONDERFUL, RESTFUL HOLIDAY BREAK!**

## LNG 406: Third Nine Weeks Syllabus

**Details to remember:**

- All graded written work is completed in blue or black ink on loose-leaf paper only. I will subtract ten points from all graded work and/or assessments completed in pencil.
- All typed assignments follow *MLA* criteria especially requirements for double-spacing essays.
- Assignments are due on the date listed unless otherwise noted. A ten-point penalty is assessed for each day an assignment is late. No assignments accepted after the 3<sup>rd</sup> late day.
- Once we begin the Modes Project, I recommend that you establish a schedule to produce the 7 typed drafts so that you are prepared for the peer editing sessions listed in this syllabus.
- Be prepared for quizzes on reading assignments if I have not assigned questions to answer.
- *Readings for Writers* is your primary textbook for this semester. **Bring it to class every day we are working on the Modes Project or any other assignments!!!!**
- If you have a question, do not assume. ASK!
- **DISCLAIMER:** The syllabus may be altered as needed.

January 5	Issue vocabulary list #9A Introduce and issue <i>Ethan Frome</i>
6	In class: focus on T. S. Eliot "The Love Song of J. Alfred Prufrock" Homework: Read "A Worn Path" by Eudora Welty p. 264; to turn in for a grade, answer question #5 (Strategies) on page 271 and question #6 (Issues) on page 272
7	Check and review vocabulary list #9A In class: Read and discuss "A Rose for Emily" by William Faulkner
8	<b>Vocabulary quiz #9A</b> Issue vocabulary list #9B SSR: <i>Ethan Frome</i> with summary Issue <i>The Bedford Reader</i> as supplemental text for the Modes Project
11	In class instruction: Arch method of writing
12	<b>In class essay #1 – argument</b>
13	In class instruction: Charting with activity Homework: read pages 195-198 in preparation for the Modes Project
14	Check and review vocabulary list #9B Introduce Modes Project – topic due date is Monday, January 25 In class: Read and discuss "Old Man at the Bridge" by Ernest Hemingway
15	<b>Vocabulary quiz #9B</b> Issue vocabulary list #10A SSR: <i>Ethan Frome</i> with summary
18	<b>MARTIN LUTHER KING, JR. HOLIDAY</b>
19	return argument essays with notes on writing 3 debatable questions due <b>TODAY</b> for tomorrow's inner-outer circle discussion on <i>Ethan Frome</i> Check and review vocabulary list #10A
20	Inner-Outer Circle Day #1: <i>Ethan Frome</i>
21	Inner-Outer Circle Day #2: <i>Ethan Frome</i>
22	<b>Vocabulary quiz #10A</b> Issue vocabulary list #10B Culminating discussion of <i>Ethan Frome</i> Homework: read introductory information on narration/description pages 199-202 and 251-255,

as well as "Shame" by Dick Gregory p. 216, and "Stretch Marks" by Anne Quindlen p. 283; to turn in for a grade, answer question #2 (Strategies) on page 219 and question #4 (Strategies) on page 286.

- 25 Topic due date for Modes Project  
Discuss characteristics of narration/description and two selections  
Form peer editing pairs
- 26 LAB 126 – to do research, work on précis, or begin essay
- 27 LAB 126 – to do research, work on précis, or begin essay
- 28 **2 typed précis due for narration/description**  
Check and review vocabulary list #10B  
Issue and introduce *Their Eyes Were Watching God*
- 29 **vocabulary quiz #10B**  
Issue vocabulary list #11A  
Personal choice day: read the novel, work on narration/description draft, or read homework assignment  
Homework: read introductory information on process analysis pp. 296-299, and read "The View from Eighty" by Malcolm Cowley p. 314; to turn in for a grade, answer question #4 (Strategies) on page 320
- February 1 Briefly review information on process analysis  
**\*\*Peer revision of narration/description essay draft**  
15 minutes to read synthesis sources
- 2 **In-class essay #2 – synthesis**
- 3 Lab 126 – to work on modes project
- 4 Check and review vocabulary list #11A  
**2 typed précis due for process analysis**  
In class with activity -- introductory information on comparison/contrast pp. 412-419
- 5 **Vocabulary quiz #11A**  
Issue vocabulary list #11B  
Personal choice day: read *Their Eyes Were Watching God*, work on process analysis draft or read the assignment for Monday "That Lean and Hungry Look" by Suzanne Jordan on page 419; to turn in for a grade, answer question #4 (Strategies) on page 422
- 8 Briefly review comparison/contrast requirements  
**\*\*Peer revision of process analysis essay draft**
- 9 Lab 126 – to work on modes project
- 10 **2 typed précis due for comparison/contrast**  
Return synthesis essays with notes on writing  
Check and review vocabulary #11B
- 11 In class with activity -- introductory information on division/classification pp. 454-458
- 12 **Vocabulary quiz #11B**  
Personal choice day: read *Their Eyes Were Watching God*, work on comparison/contrast draft, or read assignment for Wednesday "Kinds of Discipline" by John Holt p. 471; to turn in for a grade, answer question #2 (Strategies) on page 474
- 15 **PRESIDENTS' DAY HOLIDAY**
- 16 **STUDENT HOLIDAY – I'm in the building if you need me.**
- 17 Briefly review division/classification requirements  
**\*\*Peer revision of comparison/contrast essay drafts**
- 18 In class - read and discuss "Everything Stuck to Him" by Raymond Carver
- 19 Issue vocabulary list #12A

Personal choice day: read *Their Eyes Were Watching God* or work on division/classification draft

- 22 **2 typed précis due for division/classification**  
LAB 126 – to work on modes project  
Homework: read introductory information on definition pp. 369-373
- 23 In class – read and discuss “The Company Man” by Ellen Goodman p. 379 as example of definition essay
- 24 **\*\*Peer revision of division/classification essay draft**
- 25 **Check and review vocabulary list #12A**  
Class time to catch up with reading and essays
- 26 **Vocabulary quiz #12A**  
Issue vocabulary list #12B  
**2 typed précis due for definition**  
In-class: read and discuss “Bricklayer’s Boy by Alfred Lubrano p. 514  
Homework: Be sure to complete definition draft
- 29 **\*\*Peer revision of definition essay draft**  
Homework: read introductory information for causal analysis (cause and effect) pp. 497-501
- March 1 **In-class essay #3 – *Their Eyes Were Watching God***
- 2 Lab 126 – to work on modes project
- 3 **2 typed précis due for causal analysis**  
Check and review vocabulary list #12B  
Revisit *MLA* instruction using Diana Hacker examples
- 4 **Vocabulary quiz #12B**  
Issue vocabulary list #13A  
Day #1 of discussion: *Their Eyes Were Watching God*  
Homework: Type draft of causal analysis essay (**REMEMBER THAT THIS ESSAY REQUIRES RESEARCH WITH CITATIONS AND WORKS CITED**)
- 7 Day #2 of discussion: *Their Eyes Were Watching God*
- 8 **\*\*Peer revision of causal analysis essay draft**  
Homework: read introductory information on argumentation/persuasion pp. 550-556  
Read “The Homeless Lack a Political Voice, But Not American Ideals” by Matt Lynch p. 587; to turn in for a grade, answer questions #1 and #3 (Strategies) on page 590
- 9 LAB 126 – to work on modes project
- 10 Return rhetorical analysis essays with notes on writing  
Check and review vocabulary #13A  
Senior Project Practice Presentation (perhaps)  
**2 typed précis due for argumentation/persuasion**
- 11 **Vocabulary quiz #13A**  
Issue vocabulary list #13B  
Senior Project Practice Presentations (hopefully)

**END OF THIRD NINE WEEKS is actually Thursday, March 10!**

**NOTE: The rough draft for the argumentation/persuasion essay is due for peer revision, TUESDAY, March 15.**  
**(REMEMBER THAT THIS ESSAY REQUIRES RESEARCH WITH CITATIONS AND WORKS CITED)**  
All final drafts will be due within the next two weeks. Be working continuously on revisions. Modes projects presentations will begin within the next two weeks as well.

## LNG 406: Fourth Nine Weeks Syllabus

**Details to remember:**

- ✚ All graded written work is completed in blue or black ink on loose-leaf paper only. I will return assignments to be redone (10 point penalty), AND I will subtract ten points from quizzes and tests if they are completed in pencil.
- ✚ All typed assignments follow *MLA* criteria, especially requirements for double-spacing essays.
- ✚ Assignments are due on the date listed unless otherwise noted. A ten-point penalty is assessed for each day an assignment is late.
- ✚ *Readings for Writers* is the textbook we are using this nine weeks – **BRING IT TO CLASS EACH DAY THAT IT IS MENTIONED IN THE SYLLABUS** (Be prepared for me to take on grade on this direction!)
- ✚ Be prepared for quizzes on reading assignments
- ✚ If you have a question, do not assume. ASK!

March	14	Introduce literature circle novels and activities
	15	<b>**Peer revision of causal analysis (cause and effect) rough draft</b> Revisit all previous rough drafts Introduce Modes Project presentation
	16	Lab 126 to work on Modes Project
	17	Select literature circles novel <b>2 précis due for argumentation/persuasion</b> Briefly review vocabulary list #13B Issue <i>Fast Track to a Five</i> for those taking the AP exam – explain how to use the workbook
	18	<b>Vocabulary quiz #13B</b> Issue vocabulary list #14A Issue literature circle novels; circles meet to establish ground rules
March	21	<b>**Peer revision of argumentation/persuasion rough draft</b> Revisit all previous rough drafts
	22	<b>In-class essay #1 – rhetorical analysis</b>
	23	SSR: literature circle novel (first circle meeting is the 29 <sup>th</sup> ) and/or work quietly on modes project
	24	Briefly review vocabulary list #14A Lab 126 to work on Modes Project
	25	<b>Vocabulary quiz #14A</b> Issue vocabulary list #14B Lab 126 to work on Modes Project
	28	<u>FINAL LAB 126 day for work on Modes Project</u>
	29	First literature circle meeting and activity Issue Jackdaw assignment for literature circle books
	30	<b>7 MODES PROJECT ESSAYS DUE TODAY: all essays submitted to plagscan by midnight</b> <b>Modes Project Presentations begin</b>
	31	Briefly review vocabulary list #14B

April	1	<b>Modes Project Presentations continue</b> <b>Vocabulary quiz #14B</b> <b>Modes Project Presentations continue</b>
	4	
	5	
	6	<i>Spring Break</i>
	7	
	8	
	11	<i>Last day of Spring Break</i>
	12	Literature circles meeting #2 with activity Group assignment – creating synthesis essay question
	13	return rhetorical analysis essays revisit practice quiz from February in preparation for EOC
	14	<b>In-class essay #2 – rhetorical analysis</b> Issue vocabulary list #15A
	15	<b>Modes Project Presentations continue OR</b> SSR: Literature circle novel or work on jackdaw
	18	Literature circle meeting #3 with activity
	19	Return essay #2 <b>Modes Project Presentations continue</b>
	20	LAB 112 – to work on synthesis topic
	21	Briefly review vocabulary list #15A <b>AP Language Multiple Choice assessment – Part I</b>
	22	<b>Vocabulary quiz #15A</b> Issue vocabulary list #15B (the last list) <b>AP Language Multiple Choice assessment – Part II</b>
	25	EOC – Day #1
	26	EOC – Day #2 Homework: read James Thurber's "The Catbird Seat" in <i>Readings for Writers</i>
	27	Focus on James Thurber with "The Last Flower" Introduction to Flannery O'Connor Homework: read two short stories by Flannery O'Connor – copies of "A Good Man Is Hard to Find" and "Good Country People" are in the Dropbox
	28	Briefly review vocabulary list #15B Focus on consistencies in Flannery O'Connor: in-class read and discuss "The Life You Save May Be Your Own"
	29	<b>Vocabulary quiz #15B (the last one!)</b> Literature circle meeting #4 with activity
May	2	Begin sharing synthesis essay project
	3	Conclude sharing synthesis essay project
	4	Coca-Cola Letters Activity (Part I)

- 5 Coca-Cola Letters Activity (Part II)  
6 Final literature circle meeting – focus on completing jackdaw along with final activity
- 9 In-class activity – *Readings for Writers*: “The Waltz” by Dorothy Parker  
10 AP Exam review  
11 AP English Language and Composition Exam (A.M.) – 6<sup>th</sup> period can celebrate  
12 Literature Circle jackdaw presentations #1 & 2  
13 Literature Circle jackdaw presentations #3, 4, & 5
- 16 Return Modes Project essays & Jackdaw presentation scores  
17 Last day of class – oh, what shall we do? I think a celebration is in order.  
18  
19 *Exams for other classes, certainly not AP Language*  
20