

Schedule for Spring 2020

Special Dates:

February 12 – No class – Lincoln’s Birthday
 February 17 – No class – President’s Day
 April 7 (Tuesday follows Wednesday Schedule)

April 8 – April 16 No class Passover/Easter
 Break

Date	In class work	Homework
Week 1 Monday, January 27	<ul style="list-style-type: none"> ● Diagnostic test (Writing sample) ● Brief Introduction to the course ● Class paperwork 	<ul style="list-style-type: none"> ● If you do not have a Citytech email address, please sign up immediately. ● Join the CUNY Alert System: http://www.citytech.cuny.edu/public-safety/cuny-alert.aspx ● Email the Teacher on your Citytech email. ● Join our class Quizlet group: https://quizlet.com/class/13506902/ ● Read pp 1-4 of the syllabus. Identify any areas that are difficult to understand.
Wednesday, January 29	<ul style="list-style-type: none"> ● Do now: Write a brief paragraph about what you did between December 24 and January 26. If you travelled, where did you go? If you worked, what did you do? Try to be specific about your activities. Please make sure you write at least five complete sentences and double space. ● Syllabus review –The agreement we make ● Classmates’ shared responsibility ● Introduction to Quizlet: How to access it and use it with other vocabulary development strategies ● Course introduction –review of syllabus ● Partnership – Find two classmates with whom you can share an email address and phone number, ideas and other elements of the course. ● Introduction to the parts of speech 	<ul style="list-style-type: none"> ● Read the passage “Buy Nothing Day” and underline the vocabulary that is challenging. ● Write notes next to parts of the reading you think are interesting or particularly important. ● Answer comprehension questions p 19 ● Visit Quizlet to review vocabulary and definitions. ● Practice Quizlet activities vocabulary Set 1 ● Prepare for Vocabulary Quiz 1 ● Complete parts of speech worksheet
Friday, January 31	<ul style="list-style-type: none"> ● Do now: Answer the questions on the board about “Buy Nothing Day.” Use complete sentences and double space your responses. ● Parts of Speech review ● Introduction to annotation. Read “Buy Nothing Day” and identify paragraph purposes. ● Group share- Annotations. Consider: Did anyone write ideas that I might consider for my own thoughts? (Add them to your annotation) Did anyone have ideas that seem 	<ul style="list-style-type: none"> ● Rewrite annotation in outline form for “Buy Nothing Day” using strategies for reading we discussed in class. ● See page 23 for format ● Complete pp 14, 15, 16 and 17 ● Practice Quizlet for Vocabulary Quiz #1 ● Complete Vocabulary Log Set 1

	<p>not sufficiently important or related to the text? Can you discuss your opinion with them?</p> <ul style="list-style-type: none"> ● Outline development - How to focus annotation to develop an outline ● Introduction to Prefixes and Suffixes ● Using prefix/suffix/root worksheet to define words in context ● Vocabulary review on Quizlet – how do the words relate to the reading? ● Introduction to the Vocabulary Log 	
<p>Week 2 Monday, February 3</p>	<ul style="list-style-type: none"> ● Do Now: Write 8 sentences using the vocabulary words below to describe the important points of “Buy Nothing Day.” ● Review pp 16 and 17 vocabulary practice and word expansion ● Discussion of vocabulary words. Vocabulary Quiz 1 ● Introduction to brainstorming ● Review of pp 14 and 15 – applying brainstorming to the writing process. ● Partner work to discuss agreement or disagreement with each element of the text ● Peer review of outlines ● Defining a summary ● Identifying Main Ideas/Controlling Ideas to establish a thesis statement ● Student share –Identifying what is appropriate for a summary. 	<ul style="list-style-type: none"> ● Use your peers’ comments to revise your outline of “Buy Nothing Day.” ● Use the revised outline, established thesis statement and supporting points to write a summary of “Buy Nothing Day.” Remember to use at least six of the vocabulary words from the passage in your summary. You may paraphrase sentences or ideas, but do not copy directly from the text. Type and print out your summary. Be sure to use the <u>writing guidelines</u> discussed in the syllabus.
<p>Wednesday, February 5</p>	<ul style="list-style-type: none"> ● Do Now: Write a brief paragraph about how you feel about shopping and consumerism. Explain how your opinion compares to the opinion of Scott Harris? (Introduction to a response paragraph) ● Annotation continued ● Introduction to brainstorming ● Applying brainstorming to the writing process. ● Establishing essay structure. ● Grammar point: Simple Present vs Present Progressive/Continuous 	<ul style="list-style-type: none"> ● Read and annotate the student model: “The Benefits of Online Shopping” pp 20-22. ● Remember to comment about both what you think is important and what you think is interesting. Make sure to annotate your opinion on the text. ● Underline challenging vocabulary and check Quizlet Set #2 to review meanings. ● Answer questions pp 22 about the article ● Complete grammar worksheet Simple present/Present Progressive
<p>Friday, February 7</p>	<ul style="list-style-type: none"> ● Do now: Use the Essay Outline format on page 23 to create an outline that you believe the student used to write “The Benefits of Online Shopping.” ● Group discussion questions p. 22 ● Grammar worksheet review. ● Vocabulary review Set #2 ● Essay structure review 	<ul style="list-style-type: none"> ● Prepare for vocabulary Quiz #2 ● Complete vocabulary log Set #2 ● Read and annotate “My Year of No Shopping.” ● https://www.nytimes.com/2017/12/15/opinion/sunday/shopping-consumerism.html ● Consider how vocabulary sets #1 and #2 relate ● Reread pp 20-22

	<ul style="list-style-type: none"> Performing an analysis of how the Student Model was developed. Partner discussion: How did the student decide to create the introduction, body paragraphs and conclusion 	<ul style="list-style-type: none"> Sign up for New York Times subscription as per my email.
Week 3 Monday, February 10	<ul style="list-style-type: none"> Do now: Answer questions about “My Year of Shopping” Vocabulary Quiz #2 Introduction to Gerunds and Infinitives-Determining usage from the text 	<ul style="list-style-type: none"> Complete Gerund and Infinitive exercises pp. 36 and 37. View Quizlet Set #3 Find examples of Gerunds and Infinitives in “My Year of No Shopping.” Outline the article identifying the thesis statement, the topic sentences of the body paragraph and the conclusion
Wednesday, February 12	No classes – Lincoln’s Birthday	<ul style="list-style-type: none"> Study vocabulary set #3 for quiz. Complete Vocabulary Log #3
Friday, February 14	<ul style="list-style-type: none"> Do now: Write 8 sentences using the vocabulary words below to describe the important points of “My Year of No Shopping.” How to read and look at a passage. What to look for to facilitate general and specific comprehension Introduction to Writing Genres Reviewing the textbook and how it is structured Vocabulary Quiz #3 Developing a text-based response Essay #1 	<ul style="list-style-type: none"> Write first draft response to, “My Year of No Shopping.” Essays must be typed and must follow the <u>Writing Guidelines</u> in the syllabus.
Monday, February 17	No classes –President’s Day	<ul style="list-style-type: none"> Share your completed essays with me on Google Docs at rgertzog@gmail.com by Sunday, February 16 at 12:00 midnight.
Wednesday, February 19	<ul style="list-style-type: none"> Do now: You will receive the 1st draft of your essays back. Please review the comments and be prepared to conference with me during class. Conducting a peer review. Working on sentence unity and coherence pp 28-31 Introduction to Narrative writing pp 58-61 The use of tenses to tell a story- Reread “My Year of No Shopping” to evaluate how the author used and changed tenses. Grammar exercises - Past simple and progressive p. 69 	<ul style="list-style-type: none"> Revise your first draft considering both my comments and your partner’s peer review sheet. Your 2nd draft is required in class, Friday A.M. Complete past tense grammar exercises Revise Quiz #3. Write in the correct answers.
Week 4 Friday, February 21	<ul style="list-style-type: none"> Do now: Before you hand in your second draft. Look at both drafts side by side and write a few sentences explaining the most important differences between the first and second drafts. What kinds of changes did you make? How do 	<ul style="list-style-type: none"> Read “An Immigrant’s Silent Struggle.” pp 52 and 53 Use the narrative to complete the chart p. 49 Summarize the story.

	<p>you think those changes strengthen the second draft?</p> <ul style="list-style-type: none"> ● Proofreading and Editing Essays ● Reviewing the elements of sentence structure ● Introduction to the perfect tenses ● Using a timeline to chart a narrative 	<ul style="list-style-type: none"> ● Make sure you have correctly identified the main idea and controlling idea so you can develop an appropriate thesis statement. ● Complete the Essay outline p. 57 ● Study Vocabulary Set 4 Quizlet ● Complete Vocabulary Log #4 ● Complete Simple past vs Present perfect tense exercises p. 70 and 71.
Monday, February 24	<ul style="list-style-type: none"> ● Do Now: Skim “An Immigrant’s Silent Struggle” and underline the verbs in the passage. ● Tense overview and changing tenses in a passage. ● Group discussion of Narrative questions 1-3 p. 53 ● Review of passage vocabulary using prefix/suffix/root worksheet ● Reading and Analysis, the Student Model “How I Became a Mexican American.” ● Partner work - break down the student model in terms of its outline and essay structure. Use the structure format on p. 58 to analyze the writer’s plan. 	<ul style="list-style-type: none"> ● Read pp 59 “Choosing a Good Idea for Story” and complete question 3.4 p. 60. ● Brainstorm a story that you might like to write. ● Use any one of three strategies to prepare your pre-writing plan. ● Complete chart p. 78 to respond to Wh questions ● Prepare for Vocabulary Quiz #4
Wednesday, February 26	<ul style="list-style-type: none"> ● Do Now: Create 8 sentences using each of the vocabulary words listed below to describe the best way to choose a good idea for a story. ● Compound Sentences and Coordinating Conjunctions ● Vocabulary Quiz #4 ● Understanding author’s purpose, opinions and writing strategies 	<ul style="list-style-type: none"> ● Read Anne Lamott – “My Shitty First Draft” ● Create an outline for the text that shows both the timeline of events AND the order in which she tells the story. Use the outline format pp. 57 and 58. ● Review Vocabulary list #5 ● Complete Coordinating Conjunction worksheet
Week 5 Friday, February 28	<ul style="list-style-type: none"> ● Do now: Answer the questions about “My Shitty First Draft” and underline transition words the author uses. ● Review of vocabulary list #5 ● Using transition words to enhance paragraph structure. ● Inferring meaning from context ● Work with a partner to discuss your story ideas. Use pp 3.5 and 3.6 to evaluate each other’s ideas. 	<ul style="list-style-type: none"> ● Review Vocabulary list #5 for quiz, Monday, March 2 ● Complete Vocabulary log #5 ● Complete transition exercises pp 50 and 51 ● Complete draft #3 Response paper to be handed in typed and printed Monday, March 2.
Monday, March 2	<ul style="list-style-type: none"> ● Do Now: Please review your performance evaluation and hand in your final draft of the response essay. ● Vocabulary quiz #5 ● Enhancing the thesis statement: Work with a partner to complete exercise 3.8 and decide 	<ul style="list-style-type: none"> ● Read the student prompt and essay model p.64 and follow instructions 1-3 beneath the model. ● Underline transition words, circle new vocabulary and consider how the dialogue helps to tell the story.

	<p>which thesis statement on p 62 best suits the idea.</p> <ul style="list-style-type: none"> ● Discuss your own narrative story with your partner and determine if your statement expresses the main point of your story. ● 1/3 class performance evaluation –mini conferences 	<ul style="list-style-type: none"> ● Read 3.11 and identify the climax in the story.
Wednesday, March 4	<ul style="list-style-type: none"> ● Do now: Consider your own narrative. Use the information from the homework to write the climax and be prepared to share it with your partner. ● Correcting sentence fragments and run-ons ● Creating sentence variety – With a partner, read p.67 exercise B and notice the different types of sentences the student uses. ● Refer to your outline and select one body paragraph to write. 	<ul style="list-style-type: none"> ● Rewrite paragraph 4.2 p 68 using the instructions 1-5 underneath. ● Read p 99 and complete exercises p 100
Week 6 Friday, March 6	<ul style="list-style-type: none"> ● Do now: Consider how you would like your story to end. What do you want your reader to remember? Try to write the last sentence of your narrative. How do you believe this sentence will make your reader feel? ● Developing a conclusion – make sure it is clear to the reader that your story is over. ● Write the conclusion to your narrative following the guidelines established p. 65 ● Introduction to parallel structure 	<ul style="list-style-type: none"> ● Read “Language Chauvinism: The Ugly American” by Cooper Thompson. ● Read and answer questions on Strategy 1-5 p.655 ● Develop the informal outline structure the author used to create his essay. ● What is the climax of the essay? ● How does the author conclude his essay? ● Review Quizlet Vocabulary Set #6 ● Complete parallel structure exercises p. 66 and 67.
Monday, March 9	<ul style="list-style-type: none"> ● Do now: Answer the following questions about “Language Chauvinism: The Ugly American” ● Vocabulary Set #6 review ● In class writing: ● Combine the essay segments you have written to start to prepare the first draft of your narrative. Make sure you follow your outline. ● Remember to use the Narrative checklist to create your introduction and body paragraphs. ● Share your introduction with your partner. Use your introduction checklist to review your partner’s introduction. ● Developing a conclusion – make sure it is clear to the reader that your story is over. ● Write the conclusion to your narrative following the guidelines established p. 65 	<ul style="list-style-type: none"> ● Use the rough draft notes you have developed, including the conclusion you wrote to write the first draft of your narrative essay (Essay #2) to be handed in on Wednesday, March 11. Be sure to use the Writing Guidelines from the syllabus. ● Continue to review vocabulary set #6 ● Complete vocabulary log #6.
Wednesday, March 11	<ul style="list-style-type: none"> ● Do now: Please hand in the first draft of your Narrative essay. 	<ul style="list-style-type: none"> ● Complete vocabulary and grammar review sheets.

	<ul style="list-style-type: none"> ● Write a Summary of “Language Chauvinism: The Ugly American” Remember to use your summary check list to make sure you have included all elements. ● Vocabulary Quiz #6 ● Continued analysis of “Language Chauvinism.” ● Group discussion –How have you experienced “Language Chauvinism?” Can you tell your group a story that describes your experience? ● In class writing response to Language Chauvinism: The Ugly American” 	<ul style="list-style-type: none"> ● Practice with quizlit and review vocabulary logs ● Answer questions about essay structure and the passages we have read.
Week 7 Friday, March 13	<ul style="list-style-type: none"> ● Midterm exam review. All vocabulary, writing, and grammar will be included on the exam. 	<ul style="list-style-type: none"> ● Prepare for Midterm Exam-Practice all words on Quizlet. ● Review your vocabulary logs. Review your returned homework and small essays. Notice your important challenges. ● Be prepared!
Monday, March 16	<ul style="list-style-type: none"> ● Midterm Exam ● First draft of Narrative Essay (Essay #2) returned. 	<ul style="list-style-type: none"> ● Revise your narrative essay taking into consideration the comments and corrections. It must be handed in on Wednesday, March 18. ● Prepare for a peer review ● Remember the importance of good sentence and paragraph structure. ● Try to use varied sentences. ● Be sure to review your vocabulary logs to ensure that you have used the most appropriate words.
Wednesday, March 18	<ul style="list-style-type: none"> ● Do now: Hand in Draft #2 of Essay #2. ● Emphasizing editing and proof reading ● Peer review of narrative essay draft #2 ● Learning to ask questions about your work. ● Responding to peer feedback 	<ul style="list-style-type: none"> ● Complete final draft of Essay #2 to be handed in Friday, March 20th. ● Pay special attention to your classmates’ review of your work.
Week 8 Friday, March 20	<ul style="list-style-type: none"> ● Do now: Please collect your short writing portfolio and prepare to discuss your performance. (Office hour appointments will be made so that you can have extended meetings) ● Introduction to CATW writing ● Please read the CATW passage and annotate it. Try to complete your reading in 30 minutes. Use your dictionary to look up any words you do not know. ● Group discussion of CATW passage ● Please answer the following questions together about the passage. 	<ul style="list-style-type: none"> ● Summarize CATW passage using ideas you developed with your group. ● Write three ideas that you believe are most interesting and to which you would like to respond. ● Create a rough outline of the response you would like to write. ● Read “What If We’re All Coming Back?” Michelle Alexander https://www.nytimes.com/2018/10/29/opinion/climate-change-politics-john-rawls.html ● Identify the main idea

	<ul style="list-style-type: none"> ● Be sure to discuss the tense and genre of the text. 	<ul style="list-style-type: none"> ● Make a list of the connections Alexander makes to her topic ● Review Quizlet Set #7
Monday, March 23	<ul style="list-style-type: none"> ● Do Now: Consider the writing patterns/genres on the board. What writing patterns does the CATW passage follow? DO not limit your choice to only one. ● Introduction to Essay #3 (Longer form reading response) ● Introduction to quotations and citation. ● Developing an argumentative essay. ● Using text-to-text, text-to-self and text-to-world connections to develop an argument ● Distinguishing use between Present perfect and Present Progressive 	<ul style="list-style-type: none"> ● Make a list of the connections Alexander makes to her topic ● Categorize each connection in terms of self, text and world. ● Complete Present Perfect exercises p 102 and 103 ● Review Quizlet Set #7
Wednesday, March 25	<ul style="list-style-type: none"> ● Do now: Answer the questions about “What If We are All Coming Back” ● Group discussion of text ● In class Vocabulary Log development Set #7. ● Introduction to the conditional tense ● Developing paraphrasing skills ● ½ Semester performance evaluation –mini conferences (office hours can be used for lengthier conferences) 	<ul style="list-style-type: none"> ● Read “Avoiding Plagiarism” p. 104 ● and “Choosing a text to paraphrase” 108. ● Read the handout, identify how it might relate to “What If” and paraphrase the sections you might use to include in your own essay about the topic. ● Continue to practice Quizlet Set #7 for quiz ● Complete grammar worksheet on the conditional tense
Week 9 Friday, March 27	<ul style="list-style-type: none"> ● Do Now: Skim “What If” and find examples of comparison. Write a few sentences about how Alexander uses comparison to make her point. ● Introduction to the language of comparison. ● Creating a Venn Diagram – ● Group activity p/113 –Compare holiday cultures and create a Venn Diagram to share with the class ● Structure of comparison Point-by-Point or Block Organization p.122-124 ● Review of Quizlet Set 7 vocabulary ● Students receive their Op-Ed article for Essay #3. 	<ul style="list-style-type: none"> ● Read p.116 and 117 “The Cost of a Global Food Chain.” ● Answer questions pp 117 2.3 and 2.4 ● Consider how the writer organized his ideas ● Prepare for Vocabulary Quiz #7 ● Briefly read your Op Ed article. ● Identify challenging words, writing patterns and other elements of the passage that will help you to understand and respond to it.
Monday, March 30	<ul style="list-style-type: none"> ● Do now: Read p. 132 and complete exercise 4.3 ● Review student model essay p. 118 ● Create a Venn Diagram comparing “The Naturally Inferior Choice” and “My Immigrant’s Silent Struggle.” ● First, find areas of comparison, then, complete the comparison chart. 	<ul style="list-style-type: none"> ● Write a brief paragraph using your Venn Diagram to describe the differences between the two passages. ● Create a vocabulary log of the challenging words in your Op-Ed article.

	<ul style="list-style-type: none"> ● Partner Discussion about Op-Ed article –Describe your topic to your partner. Write down the questions your partner asks you so that you can use them to clarify your own thinking on the passage. ● Vocabulary Quiz #7 	
Wednesday, April 1	<ul style="list-style-type: none"> ● Do Now: Write a brief summary of your Op-Ed article. Be sure to use the summary check list ● Argumentative Essays continued ● Picking a side and supporting it ● Library visit – We will have a 45 minute presentation on search words, verifying sources, and citation. Please take careful notes. 	<ul style="list-style-type: none"> ● Use the chart on p. 215 to identify positive and negative points that will help you to reflect on your topic. ● Use the chart to write an introduction for Essay #3. ● Please type and hand in your introduction April 3rd. ● Make sure to follow introduction checklist ● Hand in your notes on your library visit.
Week 10 Friday April 3	<ul style="list-style-type: none"> ● Do now: Read and complete p. 216. ● Consider the question p. 218 and answer in two or three sentences. ● Developing facility with Academic collocations to assist in argumentative writing. ● In class reading: Dunbar’s Number” pp. 218-219 ● With your group, create an outline of the essay and identify the research used by the author. Use the outline format pp 223 and 224. ● What strategies did the author use to support his case? ● How did the author develop the body paragraphs? ● Do you see self, text, and/or world evidence? ● Consider the conclusion in the passage. How did the author decide to end his article. ● See pp 230 and complete exercise 3.8. 	<ul style="list-style-type: none"> ● Review Vocabulary Set # 8 on Quizlet ● Read the Student model p. 220 “Why Girls Should Learn Alone.” and consider the structure of the response. ● Answer questions about the text that will help to support your own writing process. ● Complete exercise 3.8 p. 230: Ensuring that the supporting evidence is appropriate to your thesis.
Monday, April 6	<ul style="list-style-type: none"> ● Do now: Answer questions 2.3 and 2.4 p. 219 ● Make a list of search words you would like to use to research articles to support your response paper. ● Developing a concluding paragraph for an Argumentative Essay ● Introducing the counterargument. Work with a partner and use the words p 238 to refute the main idea in your writing. ● Library visit – You will have a 45 minute presentation on search words, verifying sources, and citation. Please take careful notes. 	<ul style="list-style-type: none"> ● Read p. 235 Concluding paragraphs. Notice how the conclusion check list is established. ● Complete exercise 3.14 p.235. ● Write a draft of your essay conclusion. Try to paraphrase the points you made using synonyms from the introduction and topic sentences.

	<ul style="list-style-type: none"> ● 2/3 performance evaluation advisement (office hours will be used for lengthier conferences) 	
Tuesday, April 7	<ul style="list-style-type: none"> ● (Conversion day. Follows Wednesday Schedule) ● Do now: Look at your list of search words. Considering the library presentation, how would you alter your search words? Are your terms too broad? Or are they too narrow? Do they cover all the information you wish to consider for your essay? ● Determining the structure of your essay. How many body paragraphs do you want to include? ● Research using non-textual sources. ● Review p 246 with explanation of graphs, statistics, charts and other numerical forms of evidence. ● Using one idea per paragraph and multiple sources to support that idea. 	<ul style="list-style-type: none"> ● Research online articles that can support your point of view regarding your Op-Ed article. Find at least four. Also find at last two articles that disagree with your perspective. ● Print out the articles and annotate them considering their relationship to your topic. ● Be prepared to discuss the main ideas of each. Research on-line articles that can support your point of view regarding your Op-Ed article. Find at least four. Also find at last two articles that disagree with your perspective.
Wednesday, April 8-Thursday, April 16	No class – Easter/Passover Break	<ul style="list-style-type: none"> ● Complete Draft #1 Essay #3 to be handed in Friday, April 17th. ● Review Quizlet and identify vocabulary that is appropriate to your topic. ● Consider ways to use the new vocabulary you have acquired to improve the quality of your writing.
Week 11 Friday, April 17	<ul style="list-style-type: none"> ● Please hand in Draft #1 Essay #3 ● Do now: Read p. 236 Audience and Appeal ● Answer questions about how you focused your essay. ● Peer Review Essay #3 - Work with your partner to brainstorm additional ideas. Use the chart on p. 244 and 245 to write down your points. ● Evaluate the validity of the support with your partner. ● Strengthening the Counter Argument ● Developing complex noun phrases 	<ul style="list-style-type: none"> ● Complete exercise 4.3 p. 239, 4.4 p. 240 and 4.5 p. 241. ● Analyze prompts in preparation for CATW. Complete exercises 2.1, 2.2 and 2.3 pp 252 and 253 ● Practice Proofreading p. 259 and complete proofreading worksheet ● Read pp 261- 263, applying what you have learned.
Monday, April 20	<ul style="list-style-type: none"> ● Do now: Read the comments on Draft #1 for Essay 3. Be prepared to conference with me. (Remember, my office hours are Monday afternoon). ● Write a few sentences about what you believe are your most important challenges. ● Using the conditional tense – the importance of “If” ● Write sentences using the conditional that pose hypothetical ideas for your topic. 	<ul style="list-style-type: none"> ● Begin work on your second draft. ● Consider the ideas of your counter claim. ● Review pp. 261 -269 ● Use pp 264 and 265 to take a timed test simulating the CAT. ● Complete exercise on the unreal past conditional

Wednesday, April 22	CATW Practice Exam	<ul style="list-style-type: none"> ● Read “ The Psychology Behind Cyber-Chondria” pp148 and 149 ● Consider the elements of a Problem-solving essay. Is there a problem in your own topic that requires a solution? If yes, how would you express it. We have read many articles this semester which suggest “solutions.” What kinds of solutions can you think of from the readings and note the format of a problem solving essay p. 154.
Week 12 Friday, April 24	<ul style="list-style-type: none"> ● Do now: Skim pp 184 and 185 and evaluate student annotation. Use the reading strategies we have discussed to make sure you understand the content and structure. ● In class reading “Stop Knocking Curation” p 184 and 185. ● With your group, analyze the Student Model and determine what writing strategies the student used to respond. ● Look at your corrected CATW response and determine how you could have strengthened it. Use the group work you did on “Stop knocking curation” to guide your correction process. 	<ul style="list-style-type: none"> ● Revise Draft #2 Essay #3 – Review your writing notes to ensure that you have included all elements of writing improvement. ● Use the checklists pp 275 and 276 to ensure you have completed the draft properly. ● Read pp. 182 “Overcoming Information Overload” and annotate the passage.
Monday, April 27	Do now: Please hand in draft #2 Essay #3 New CATW practice	<ul style="list-style-type: none"> ● Practice vocabulary
Wednesday, April 29	Review CATW work as needed	<ul style="list-style-type: none"> ● T/B/A
Week 13 Friday, May 1	Introduction to an Oral Presentation. Elements of an Oral Presentation Using body language, pauses, and strategies for emphasis. How to prepare to speak for five minutes.	<ul style="list-style-type: none"> ● Complete the Final Draft of Essay #3.
Monday, May 4	Please hand in the Final Draft of Essay #3 More work on designing an oral presentation.	<ul style="list-style-type: none"> ● Prepare for Oral Presentation
Wednesday, May 6	Class Presentation of Final Essays –Each student will give a 5 minute oral presentation about their article, their discussion of the topic and how they arrived at their point-of-view. After each presentation, the audience will have an opportunity to ask questions or make comments. Presentations will be peer reviewed.	<ul style="list-style-type: none"> ● Second group of students –prepare for Final Presentation. ● Please start to prepare for your final exam.
Week 14 Friday, May 8	Class Presentation of Final Essays (see above)	<ul style="list-style-type: none"> ● Prepare for Final Exam-Practice all words on Quizlet. ● Review your vocabulary logs. Review your returned homework and small essays. Notice your important challenges.

Monday, May 11	Review for final exam	<ul style="list-style-type: none"> • Prepare for Final Exam-Practice all words on Quizlet. • Review your vocabulary logs. Review your returned homework and small essays. Notice your important challenges. • Please email me with areas of concern for the final
Wednesday, May 13	<ul style="list-style-type: none"> • Preparing for the final exam • Review of grammar and vocabulary as requested. • Review of class goals and acquired competencies. 	<ul style="list-style-type: none"> • Please prepare for the final exam. Use all class notes, Quizlet and handouts. Use the grammar websites I've shared with you. Please continue to email questions.
Week 15 Friday, May 15	No classes –Reading day	
Monday, May 18	Final Exam – Grammar and Vocabulary test Advisement	
Wednesday, May 20	Final Exam	Have a wonderful break!!

Date	In class work
Week 1 Monday, January 27	<ul style="list-style-type: none"> • Diagnostic test (Writing sample) • Brief Introduction to the course • Class paperwork
Wednesday, January 29	<ul style="list-style-type: none"> • Do now: Write a brief paragraph about what you did between December 24 and January 26. If you travelled, where did you go? If you worked, what did you do? Try to be specific about your activities. Please make sure you write at least five complete sentences and double space.
Friday, January 31	<ul style="list-style-type: none"> • Do now: Answer the questions on the board about “Buy Nothing Day.” Use complete sentences and double space your responses.
Week 2 Monday, February 3	<ul style="list-style-type: none"> • Do Now: Write 8 sentences using the vocabulary words below to describe the important points of “Buy Nothing Day.”
Wednesday, February 5	<ul style="list-style-type: none"> • Do Now: Write a brief paragraph about how you feel about shopping and consumerism. Explain how your opinion compares to the opinion of Scott Harris? (Introduction to a response paragraph)
Friday, February 7	<ul style="list-style-type: none"> • Do now: Use the Essay Outline format on page 23 to create an outline that you believe the student used to write “The Benefits of Online Shopping.”
Week 3 Monday, February 10	<ul style="list-style-type: none"> • Do now: Answer questions about “My Year of Shopping”
Wednesday, February 12	No classes – Lincoln’s Birthday

Friday, February 14	<ul style="list-style-type: none"> Do now: Write 8 sentences using the vocabulary words below to describe the important points of “My Year of No Shopping.”
Monday, February 17	No classes –President’s Day
Wednesday, February 19	<ul style="list-style-type: none"> Do now: You will receive the 1st draft of your essays back. Please review the comments and be prepared to conference with me during class.
Week 4 Friday, February 21	<ul style="list-style-type: none"> Do now: Before you hand in your second draft. Look at both drafts side by side and write a few sentences explaining the most important differences between the first and second drafts. What kinds of changes did you make? How do you think those changes strengthen the second draft?
Monday, February 24	<ul style="list-style-type: none"> Do Now: Skim “An Immigrant’s Silent Struggle” and underline the verbs in the passage.
Wednesday, February 26	<ul style="list-style-type: none"> Do Now: Create 8 sentences using each of the vocabulary words listed below to describe the best way to choose a good idea for a story.
Week 5 Friday, February 28	<ul style="list-style-type: none"> Do now: Answer the questions about “My Shitty First Draft” and underline transition words the author uses.
Monday, March 2	<ul style="list-style-type: none"> Do Now: Please review your performance evaluation and hand in your final draft of the response essay.
Wednesday, March 4	<ul style="list-style-type: none"> Do now: Consider your own narrative. Use the information from the homework to write the climax and be prepared to share it with your partner.
Week 6 Friday, March 6	<ul style="list-style-type: none"> Do now: Consider how you would like your story to end. What do you want your reader to remember? Try to write the last sentence of your narrative. How do you believe this sentence will make your reader feel?
Monday, March 9	<ul style="list-style-type: none"> Do now: Answer the following questions about “Language Chauvinism: The Ugly American”
Wednesday, March 11	<ul style="list-style-type: none"> Do now: Please hand in the first draft of your Narrative essay.
Week 7 Friday, March 13	<ul style="list-style-type: none"> Midterm exam review. All vocabulary, writing, and grammar will be included on the exam.
Monday, March 16	<ul style="list-style-type: none"> Midterm Exam First draft of Narrative Essay (Essay #2) returned.
Wednesday, March 18	<ul style="list-style-type: none"> Do now: Hand in Draft #2 of Essay #2.
Week 8 Friday, March 20	<ul style="list-style-type: none"> Do now: Please collect your short writing portfolio and prepare to discuss your performance. (Office hour appointments will be made so that you can have extended meetings)
Monday, March 23	<ul style="list-style-type: none"> Do Now: Consider the writing patterns/genres on the board. What writing patterns does the CATW passage follow? DO not limit your choice to only one.
Wednesday, March 25	<ul style="list-style-type: none"> Do now: Answer the questions about “What If We are All Coming Back”
Week 9 Friday, March 27	<ul style="list-style-type: none"> Do Now: Skim “What If” and find examples of comparison. Write a few sentences about how Alexander uses comparison to make her point.

Monday, March 30	<ul style="list-style-type: none"> Do now: Read p. 132 and complete exercise 4.3
Wednesday, April 1	<ul style="list-style-type: none"> Do Now: Write a brief summary of your Op-Ed article. Be sure to use the summary check list
Week 10 Friday April 3	<ul style="list-style-type: none"> Do now: Read and complete p. 216. .
Monday, April 6	<ul style="list-style-type: none"> Do now: Answer questions 2.3 and 2.4 p. 219
Tuesday, April 7	<ul style="list-style-type: none"> (Conversion day. Follows Wednesday Schedule) Do now: Look at your list of search words. Considering the library presentation, how would you alter your search words? Are your terms too broad? Or are they too narrow? Do they cover all the information you wish to consider for your essay?
Wednesday, April 8-Thursday, April 16	No class – Easter/Passover Break
Week 11 Friday, April 17	<ul style="list-style-type: none"> Please hand in Draft #1 Essay #3 Do now: Read p. 236 Audience and Appeal
Monday, April 20	<ul style="list-style-type: none"> Do now: Read the comments on Draft #1 for Essay 3. Be prepared to conference with me. (Remember, my office hours are Monday afternoon).
Wednesday, April 22	CATW Practice Exam
Week 12 Friday, April 24	<ul style="list-style-type: none"> Do now: Skim pp 184 and 185 and evaluate student annotation. Use the reading strategies we have discussed to make sure you understand the content and structure.
Monday, April 27	Do now: Please hand in draft #2 Essay #3 New CATW practice
Wednesday, April 29	Review CATW work as needed
Week 13 Friday, May 1	Introduction to an Oral Presentation. Elements of an Oral Presentation Using body language, pauses, and strategies for emphasis. How to prepare to speak for five minutes.
Monday, May 4	Please hand in the Final Draft of Essay #3 More work on designing an oral presentation.
Wednesday, May 6	Class Presentation of Final Essays –Each student will give a 5 minute oral presentation about their article, their discussion of the topic and how they arrived at their point-of-view. After each presentation, the audience will have an opportunity to ask questions or make comments. Presentations will be peer reviewed.
Week 14 Friday, May 8	Class Presentation of Final Essays (see above)
Monday, May 11	Review for final exam
Wednesday,	<ul style="list-style-type: none"> Preparing for the final exam

May 13	<ul style="list-style-type: none"> • Review of grammar and vocabulary as requested. • Review of class goals and acquired competencies.
Week 15 Friday, May 15	No classes -Reading day
Monday, May 18	Final Exam - Grammar and Vocabulary test Advisement
Wednesday, May 20	Final Exam