

English 9 - Fall 2008, Dr. Hall  
Syllabus #1

2<sup>nd</sup> Pd

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**WEEK 1**

Mon, Aug 18: (10 min) Orientation.

Tues, 19: (60 min) Hmwk: Follow guidelines regarding To Kill a Mockingbird on sheet given out during orientation.

IN CLASS: discussion of one scene in To Kill a Mockingbird most vivid in your memory. Clarification of some basic questions about the novel. Whence comes **MEANING**.

Thurs, 21: (65 min) Prepare for quiz on Mockingbird: five discussion questions.

IN CLASS: Quiz on Mockingbird. More discussion of memorable passages in Mockingbird – key words & phrases by the narrator. Music of Mockingbird. Writer's Notebook (WN): Listing of at least five (5) settings for your own personal narratives. Hand out of short reading packet; discussion of what goes into Reading Log.

**WEEK 2**

2 Mon, 25: (65 min) Hmwk: Read 2 narratives from the reading packet and take notes in Reading Log. Write draft of Personal Narrative #1 (PN#1) based on notes of 9/21.

IN CLASS: Visit of Mrs. Calloway with results of Learning Styles Inventory. (WN): Commentary – “I have found that as an English student, I succeed most fully when the following conditions occur in the classroom.” Schedule conference for discussing PN#1.

Tues, 26: (65 min) Hmwk: read at least 3 more selections from the reading packet. Polish PN#1. Look over words of Wordly Wise List #1.

IN CLASS: Discussion based on reading from the reading packet, building criteria for Personal Narrative. Definition of VOICE. More on MEANING? Work on the draft of PN#1, due 8/28, based on those criteria. Bring Wordly Wise book for review of List #1. More conferences on PN#1.

Thurs, 28: (65 min) Hmwk: Polish Personal Narrative #1 and bring to class. Look over words of List #1.

IN CLASS: **Poem**. Hand in PN#1. Practice questions with words from Wordly Wise List #1. Listening exercise from recent fiction; MEANING again.

Fri, 29: (45 min) Hmwk: study Wordly Wise List #1.

IN CLASS: Quiz on Wordly Wise List #1. Mini-lesson on use of quotation mark.

**WEEK 3**

Mon, Sept 1: Labor Day, no classes. Hmwk: Work on Personal Narrative #2.

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Tues, 2: (65 min) Hmwk: Read longer Personal Narrative: Chapters 1-4 of Lee Stringer's Grand Central Winter (1998). Make notes in Reader's Log for instance, list adjectives for Stringer's VOICE. What oddities are there in this personal narrative? What do you learn about this individual homeless person?

IN CLASS: Discussion of Stringer's Grand Central Winter, from your Reader's Logs. Can you hear the VOICE of the author of the story? What position or attitude does the VOICE take toward the subject? What MEANING comes from your reading of the story? Work on your Personal Narrative #2.

Thurs, 4: (65 min) Hmwk: Prepare finished personal narrative #2 (PN#2) to be available at beginning of class. Also, complete a note to your reader about the piece – what you wished to accomplish; what you are pleased with in the piece; and what you may be unsure of in the piece.

IN CLASS: **Poem.** Work with the finished PN #2 – VOICE and MEANING comes from the story? Mini-lesson on use of comma.

Fri, 5: (45 min) Hmwk: Polish Personal Narrative #2 and bring to class. Read selection from Barbara Ehrenreich's Nickled and Dimed (2001).

IN CLASS: Hand in PN #2 at beginning of class. Discussion of Nickled and Dimed. Another walkabout and draft of detailed, recorded observations in Writer's notebook.

### WEEK 4

Mon, 8: (65 min) Hmwk: Read portions of Atlanta Anthology: articles on early Atlanta formation and on more contemporary issues such as Atlanta homelessness.

IN CLASS: **Poem.** From homework reading, discussion about the subjects relevant to Atlanta today, listing those topics in Writer's Notebook. Bring Wordly Wise book for review of List #2.

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Atlanta Palimpsest.

7 Tues, 9: (65 min) Hmwk: Read articles and Op-Ed pieces about contemporary Atlanta issues such as Grady Hospital, the tree ordinance, Atlanta homelessness in Atlanta Anthology. Note effective techniques in your Reader's Log.

IN CLASS: From homework reading, discussion of elements of Op-Ed pieces. Selection of a topic of interest to you. Practice with Wordly Wise List #2. Atlanta Palimpsest.

2 Wed, 10: (65 min) Hmwk: Read articles and Op-Ed pieces about contemporary Atlanta issues such as Grady Hospital, the tree ordinance, Atlanta homelessness in Atlanta Anthology. Note effective techniques in your Reader's Log.

IN CLASS: From homework reading, discussion of elements of Op-Ed pieces. Selection of a topic of interest to you. Practice with Wordly Wise List #2. Atlanta Palimpsest. Clarification of Portfolio, due Wed, Sept 17.

Further work with the Atlanta map.

Thurs, 11: (45 min) Hmwk: Choose your topic if you haven't already. In Writer's Notebook, make notes about your Op-Ed piece.

IN CLASS: Library research on Atlanta issue you have chosen.

Fri, 12: (65 min) Hmwk: Begin draft of your Atlanta Op-Ed piece; study for Wordly Wise quiz.

IN CLASS: Quiz on Wordly Wise List #2. Continued discussion of Op-Ed piece and in-class research and drafting on Atlanta issue you have chosen.

### WEEK 5

Mon, 15: College Day. No class. Work should continue on your Atlanta research and Op-Ed. Tutorial time is available before or after school.

2 Tues, 16: (65 min) Hmwk: Draft your Op-Ed piece and bring to class.

Wed, 17: Polish your Op-Ed piece and bring to class, with other work in Portfolio.

IN CLASS: **Poem**. Hand in Portfolio with complete index of what it contains. Your commentary on your experiences in the first five weeks of school.

End of first marking period.

Thurs & Fri, 20-21: SING. You will write entries for your Writer's Notebook at least two times.

## WEEK 6

Mon, 22: (45 min) Hmwk: Bring your journals entries and any other items from SING to class.

IN CLASS: Discussion of SING experiences; and how these experiences will fit into a personal narrative. Bring Wordly Wise book for look at List #3.

Tues, 23: (65 min) Hmwk: Draft at least 250 words (2 good ¶s) of your SING Personal Essay.

IN CLASS: **Poem**. Return of Portfolios. Bring your SING Essay draft to class for work. Conferences are essential. Discussion of opening of the narrative. Listening to example of SING essay of the past.

Wed, 24: (65 min) Hmwk: Continue draft of SING Personal narrative. At least one conference with Dr. Hall is essential.

IN CLASS: Discussion of Grading rubric for the SING Personal Narrative essay. Practice with Wordly Wise List #3.

Fri, 26: (65 min) Wordly Wise List #3. Continue working on SING personal narrative essay.

IN CLASS: Quiz on Wordly Wise List #3.

## WEEK 7

Mon, 29: (65 min) Continue working on SING personal narrative essay.

IN CLASS: SING essay is due.

Wed, Oct 1: (65 min) Hmwk: Read selection from Richistan. Note in Reader's Log the contrast between the world of Stringer's Grand Central Winter and the portraits in this book.

Thurs, 2: (45 min)

IN CLASS: Review for ASSESSMENT #1.

Fri, 3: (65 min)

IN CLASS: ASSESSMENT #1.

Each of these memoirs need be no longer than 200 words.

A memoir is

Memoir #1 – completed for class meeting of Wed, August 29.

Memoir #2 – completed for class meeting of Wed, August 29.

Computer carts or library; work on checking the breadth of material associated with the race riot. Clarity on the job of gathering artifacts with bibliographical citations.

Tues, 12: – continuing – Focus on separate broad subjects for the artifacts.

Wed 13: – continuing – Comments on the origin of the structure of Atlanta from the first.

Fri, 15: – continuing – group conference w/ Dr. Hall.

## WEEK 6

Mon, 22:

Tues, 23:

Wed, 24:

Thurs, 25: Test #1.  
Fri, 26:

## **WEEK 7**

Mon 29:  
Tues, 30:  
Wed, Oct. 1:  
Thurs, 2:  
Fri, 3: