

Assignment/approx. pts	Details	Due Date
Lehrer Turnitin.com Post (30)		July 15th
Gladwell Turnitin.com Post(30)		August 15th
Class Supplies (10 points), Syllabus Letter Signed (10 points), and Lehrer Annotations (30 pts)	1. Binder Paper (Get reams!) 2. Pens! (No pencil needed!) 3. TWO Binders 4. 18 Binder Tabs 5. Box of Kleenex 6. School Email address 7. Highlighters (two colors) 8. Free Reading Book. 9. Post-its Notes and Book flags <i>See assignment handout</i> --Have the syllabus sign off sheet signed by a parent or guardian. --Be ready to show or type up your annotations from Lehrer's <i>Imagine</i>	All due Monday, August. 20th
Introduce A Classmate (35 points)	Presentation – 25 points ● Slideshow– 10 points Introduce a classmate. <i>See assignment handout</i>	Aug 21-Sept 6
LoC Reading pp 7-21 Quiz (10 points)	Periodic quizzes on the assigned reading will be given in class. Not all quizzes will be listed in this assignment sheet, but some may.	Tuesday, Aug 21st
Gladwell Annotations (30), Comparison (15)	Be ready to show or type up your annotations from Gladwell's <i>Outliers</i> . In class, write up a concise (mini) comparison of Lehrer & Gladwell's work.	Thursday, Aug 23
Google Scholar article on creativity (10 pts) Precise (10 pts)	Have read and chosen a Google Scholar article on creativity <i>Verbal instructions; no handout.</i> In-class, write a precis with MLA citation for your article	Monday, Aug 27
LoC Reading pp 1-7 Quiz (10 points) --Noodletool Cards (35 points)	Periodic quizzes on the assigned reading will be given in class. Not all quizzes will be listed in this assignment sheet, but some may. --At least 1 noodletool card created for each: Lehre (3)r, Gladwell (3), Zimbardo, Galton, Batey, Google Scholar article, Robinson. (at least 12 total)	Tuesday, Aug 28
Write/Revision of Literacy Letter (20 pts)	Read Murray's "The Maker's Eye." Then, write or revise TWO-THREE paragraphs of your own literacy autobiography letter. <i>See original assignment handout</i>	Tuesday, Sept 4
Critical or close reading and worksheet (20 pts)	--Read Mortimer Adler's excerpt from "How to Read A Book", pp. 1-8 of <i>50 Essays</i> (handout), pp. 1-10 of Wol and fill out handout. As well as read/SCAN Sontag's "Against Interpretation"	Thursday, Sept 6
Creativity Assignmt (40)	Express your creativity and write up a reflection. <i>See assignment handout</i>	Monday, Sept 10
Mind and Education Readings Quiz (20 pts)	Plato's "Allegory of the Cave", Bacon's "The Four Idols", Gardner's "A Rounded Version" Althusser's "Ideological State Apparatuses", Coates' <i>Between the World and Me</i> & Quiz	Tuesday, Sept 11
Politics and Language Readings Quiz (20 pts)	Read Orwell's "Politics and the English Language," Pinker's Words Do Not Mean What They Mean" and Gee's "What is literacy?" handout Quiz	Tuesday, Sept 18
Noodletool Cards (90 points)	At least 1 noodletool card created for each: Adler, Sontag, Alexie, Plato, Althusser, Bacon, Coates, Anzaldua, Tan, Sedaris, -- Orwell, Pinker, and Gee	TBA
D-W-C & D-D Handouts (20-30 pts)	In class, fill out data warrant claim handout In class, fill out double data handout	DWC Th, Sept 20 DD Mon, Sept 24
Debate Research (30pts)	Research due and handout is filled out during class. (maybe on noodletools)	Tues, Sept. 25
Congress. Db8 Project plus a classical argument(300+ pts)	Present TWO researched argument of 3-5 minutes. Be cross examined as well as cross examine others. Turn one of the arguments into a Aristotelian Classical argument. <i>See handout</i>	Debate: 10/ 1-5 Classical Argument: Oct 11
In-Class Comparison (30)	Compare Rickford-Singleton and McWhorter's ideas. <i>No handout; take complete notes.</i>	In-class TBA
Mid-term Exam (100)	Adapted AP Exam	Thurs, October 11

*Does not include scores for quick writes, some quizzes, some in class or grammar exercises, one pagers, participation points, or extra credit.

Monday	Tuesday	Thursday
		<p>1 16 and 17 August</p> <p><i>August 16:</i> -Penny Game -"Telling You the Answer Isn't The Answer" -Quickwrite #1: Why start with the Penny Game, Allain's article? How do these relate to summer readings? -Galton's Wisdom of the Crowd/NPR clip</p> <p><i>August 17:</i> -Syllabus/Schedule Review -Tech Day (Eng 2 computers reserved) -Getting to Know You:Speed Dating <u>Assignment: Class Presentation</u> -Effective Visual Aids/Presentations</p> <p>HOMEWORK: 1. Sign up for all the tech by Tues, Aug 21 2. Bring Lehrer annotations, signed parent letter, and supplies on Monday, Aug 20</p>
<p>20 CREATIVITY Weeks</p> <p>-Introductions: 2 Check off Lehrer annotations Ethos, Pathos, Logos Activity -Quickwrite #2: Examine Allain, Lehrer, and Gladwell's use of ethos, pathos, and logos Notes on Writing Modes: Definition, Descriptive/Narration, Comparison, Process Analysis, Causation, (Expository) Evaluative, Persuasive</p> <p>HOMEWORK: 1. Sign up for all the tech by Tues, Aug 21 2. Read pp 7-bottom of 20 of LoC (Language of Composition)--you may annotate, if you wish.-Tues. Aug 21</p>	<p>21 Comparison Work</p> <p>--Introductions: 4 Quiz on Reading -Dissect Lehrer's Work Quickwrite #3: Is creativity important? -If time, Batey's <i>Psychology Today</i> Article: "Is Creativity the Number One Skill For the 21st Century?"</p> <p>HOMEWORK: Bring Gladwell annotations for Aug 23</p>	<p>23</p> <p>-Introductions: 4 Dissect Gladwell's Work Are Gladwell and Lehrer's work the same argument? How do they differ? <u>-Comparison Activity/Notes (The Sneetches)</u> <u>Model: Language & Composition excerpt p. 332</u> -Write A Mini Comparison</p> <p>HOMEWORK: 1. Read AND print article from Google Scholar about creativity. 2. Add thoughtful notes about Lehrer, Gladwell, Zimbardo videos, Galton's theory, Batey, and your Google Scholar article to Noodletools acct by Tues. Aug 28</p>
<p>27 CREATIVITY/EDUCATION</p> <p>Introductions: 2 --Share Google Scholar articles. Cite them and write a precis. (MLA and precis handout) --<i>Dead Poet's Society</i> Clip:conformity Quickwrite #4: Are creativity and conformity opposites? Are creativity and art synonyms? How do normativity and obedience play into creativity and conformity? Asch Experiment and Dangerous Conformity videos</p> <p>HOMEWORK: 1. Add thoughtful notes about Lehrer, Gladwell, Zimbardo videos, Galton's theory, Batey, and your Google Scholar article, and Robinson to your Noodletools account by Aug. 28</p>	<p>28 Description/Narrative: Reading (Eng 2)) --Introductions: 4 - Quiz on reading;take notes on new terms --Share your Noodletools <u>-Descriptive Notes/Activity</u> Group Reads: Alexie's "Superman and Me"p. 215 of LoC and Frederick Douglas' "Learning to Read and Write" (p. 118 of <i>50 Essays</i>), and "Malcolm X's "Learning to Read" (p. 273 of <i>50 Essays</i>) --Maxson's UGA reading story--ala Malcolm X HOMEWORK: 1. Work on your Creativity assignment due Mon. Sept 10 2. Finish the above readings 3. Read Murray's "The Maker's Eye." and revise TWO-THREE paragraphs of (or simply write for the first time) your own literacy autobiography letter, using the 5 senses and detail ala Alexie, Douglas, Malcolm X due Tues., Sept 4.</p>	<p>30 Process Analysis Work (Didactic, prescriptive) Reading (Eng 2 computers reserved)</p> <p>Introductions: 4 --Quickwrite #6: View Shortlist.com quotes on reading. Respond to one of the quotes. Read/scan McCloud's excerpt from <i>Show and Tell</i> p. 805-818</p> <p><u>Process Activity/Notes</u> -Kincaid's "Girl" Begin homework readings</p> <p>HOMEWORK: 1. Work on your Creativity assignment 2. Read as models of process analysis: Mortimer Adler's excerpt from "How to Read A Book", pp 39-58 in LoC (skip activities/models), pp. 1-8 of <i>50 Essays</i> (handout), pp. 1-10 of Wol and fill out handout. 3. Read/SCAN Sontag's "Against Interpretation" Wol pp 751-765</p>

<p>3</p> <p>LABOR DAY -No School</p>	<p>4 EDUCATION: language</p> <p>--Introductions: 4 ---Submit letters/ revisions to the tray Discussion of readings on reading <i>Dead Poet's Society</i> Clip: What will your verse be? --Group Read and Discuss Anzaldua (725), Sedaris (218), Tan (700)LoC Quickwrite #7: What do these narratives have to say about words, language, education? Code-switching concept:--Heinrich, "Speak Your Audience's Language"</p> <p>HOMEWORK: 1. Work on creativity assign. due 9/10 2.Add thoughtful notes about Adler, Sontag, Alexie, Orwell, Pinker, Plato, Gee, Althusser, Bacon, Anzaldua, Tan, Sedaris to your Noodletools account by Sept 17</p>	<p>6 EDUCATION: perception</p> <p>-<i>Dead Poet's Society</i> Clip: POV --Reading Day: Plato's "Allegory of the Cave" p. 275 of Wol, Bacon's "The Four Idols" p. 370 of Wol, and Gardner's "A Rounded Version" p. 353 of Wol, and Althusser's "Ideological State Apparatuses", excerpt from Coates' <i>Between the World and Me</i> pp25-33 Quickwrite #7: What do these essays have to say about the mind, perception, education?</p> <p>HOMEWORK: 1. Work on creativity assignment due 9/10 2. Finish the above reading pieces by 9/13 3. Noodletool cards-- see homework assignment #2 on 9/6--due Sept 17</p>
<p>10 EDUCATION: language, writing, and mind</p> <p>-Grammar Lesson #1 -Share your creativity project</p> <p>HOMEWORK: 1. Finish the 9/8's reading pieces by 9/13 2. Noodletool cards-- see homework assignment #2 on 9/6--due Sept 17</p>	<p>11 EDUCATION: language, writing, and mind</p> <p>--Discussion Day: Plato's "Allegory of the Cave" p. 275 of Wol, Bacon's "The Four Idols" p. 370 of Wol, and Gardner's "A Rounded Version" p. 353 of Wol, and Althusser's "Ideological State Apparatuses" (handout), excerpt from Coates' <i>Between the World and Me</i> -Noodletools work, if time HOMEWORK: 1. Add thoughtful notes about Adler, Sontag, Alexie, Plato, Althusser, Bacon, Anzaldua, Tan, Sedaris to your Noodletools account by Sept 17 and Orwell, Pinker, and Gee by Sept 18</p>	<p>13 Causation Work</p> <p>Introduction to Rube Goldberg and Speculation of Cause and Effect/Rube Goldberg Activity and Write-Up Read "What Makes a Serial Killer" p. 315 of EAA</p> <p>HOMEWORK: Add thoughtful notes about Adler, Sontag, Alexie, Plato, Althusser, Bacon, Anzaldua, Tan, Sedaris to your Noodletools account by Sept 18 2. Read Orwell's "Politics and the English Language" begins on p. 707 of LoC and Pinker's Words Do Not Mean What They Mean" begins on p. 745 of LoC due 9/18</p>
<p>17 Definition Work (Eng 2 computers reserved)</p> <p>Definition Notes & Activity -Possibly review pp. 217-228 of EAA -Share noodletools -Add definition cards for creativity, conformity, perception HOMEWORK: Add Gee's "What is literacy?" to the reading due 9/18</p>	<p>18 Persuasion Work</p> <p>-Discussion of readings from Orwell (707), Pinker (745) and Gee (handout). --Introduction to Aristotelian (Classical), Toulmin, and Rogerian argumentation forms Persuasion Notes & Activity -Introduction to Congressional Debate</p> <p>HOMEWORK: 1. Add thoughtful notes about Orwell, Pinker, and Gee by Sept 24 2. Begin researching your topics: TBA</p>	<p>20 (Eng 2 computers reserved)</p> <p>- Aristotelian (Classical), Toulmin, and Rogerian argumentation forms revisited -Persuasion Notes & Activity revisited -Data Warrant Claim Handout --Research Day</p> <p>HOMEWORK: Prepare your congressional speeches and possible questions/TBA</p>
<p>24 (Eng 2 computers reserved)</p> <p>-Grammar Lesson #2 -Double Data Activity --Research/Writing Day HOMEWORK: Prepare your congressional speeches and possible questions/TBA -Research Articles due Tues. 9/25</p>	<p>25 (Eng 2 computers reserved)</p> <p>--Research/Writing Day HOMEWORK: Prepare your congressional speeches and possible questions</p>	<p>27</p> <p>Congress Style Debate --- ***Take notes on your Congress performances/discussions. You will need to reflect on those discussions in quarter 2</p> <p>HOMEWORK: Revise ONE of your congressional speeches into a Aristotelian Classical Argument due 10/11 (Have both Congress version AND Classical version)</p>
<p>1 October Congress Style Debate</p> <p>HOMEWORK: Revise 1 speeches into a Aristotelian Classical Argument due 10/11</p>	<p>2</p> <p>Congress Style Debate</p> <p>Revise ONE of your congressional speeches into a Aristotelian Classical Argument due 10/11 (Have both Congress version AND Classical version)</p>	<p>4</p> <p>Congress Style Debate</p> <p>Revise ONE of your congressional speeches into a Aristotelian Classical Argument due 10/11 (Have both Congress version AND Classical version)</p>

8 NO SCHOOL	9 On-Demand Writing TECHNOLOGY -On Demand Writing Notes & Activity Rickman versus McWhorter Write an in-class comparison essay HOMEWORK: Prepare for Mid-term Exam	11 -- Adapted AP Exam Submit Classical argument paper to tray
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