

English I. - Part A – Course Details

Semester Long Course

Overview: The Literary focus has a *Who am I?-Coming of Age* thematic approach. The genres will be short stories and the novel. Students will begin to read a novel and have it completed by the final unit. A reflective journal will be used in each unit.

Diagnostic Assignment: This is used to assess students skills, and it will be used throughout the course to demonstrate improvement.

I. Introduction

- Course content and policies
- Writing Process concepts
- Explanation of rubrics
- Introductory Discussion
- Diagnostic assignment-pretest
- Communication Concepts
- Purpose
- Audience
- Technical writing: written instructions for recreating a drawing, as a way to demonstrate purpose and audience.

II. Six Trait Focus: Ideas

- Thinking skills/logic
- Grammar introduction: Basic vocabulary of grammar/parts of speech
- Literature: Short stories and begin novel
- Technical writing: email

III. Six Trait Focus: Organization

- Theories of Organization
- Paragraphing structures
- Grammar focus: Basic Sentence structures.
- Literature focus: basic elements of plot.
- Analyzing essay structures

IV. Six Trait focus: Sentence Fluency

- Strategies for Sentence fluency
- Grammar Focus: Continuation of grammatical structures that influence sentence fluency
- Literature focus: Point of View; novel
- Technology and writing

V. Six Trait Focus: Conventions

- Importance of conventions in communication
- Common errors in conventions
- Editing procedures
- Oral Assignment
- Final Revision of Diagnostic Essay

Reading List

During the course of the semester, you will read one novel in depth. You will need to purchase a copy or take one out from the library as soon as possible and begin reading right away. Once you have chosen a novel to read, you will need to jump into it immediately, because you will have several assignments coming at you in the next few weeks. If you procrastinate with your reading, you will be unable to participate in the Discussion Board activities and the Written Assignments.

As a rule, you should read for ½ an hour every night in order to stay caught up. As you read through the novel, you will complete various assignments based on the plot, setting, characters, themes, conflicts, point of view and the author's writing style.

Choose ONE book from the following list, which contains several novels on the themes of coming of age and/or personal identity. You will begin reading this novel during the fourth week of the course.

Bibliography:

- **Alvarez, Julia. *How the Garcia Girls Lost Their Accents.***
A family flees the Dominican Republic to live in America, and the four sisters must deal with the process of acculturation.
- **Bradford, Richard. *Red Sky at Morning.***
When Josh's family relocates from Alabama to New Mexico for one year, he must learn about duty, responsibility and love.
- **Duncan, David James. *The Brothers K.***
A young boy grows up learning about the realities of life for his family of 6 siblings during the Vietnam War.
- **Kidd, Sue Monk. *Secret Life of Bees.***
Trying to come to terms with the loss of her mother at the age of 4, Lily learns about the power of women to nurture and love.
- **Morrison, Toni. *The Bluest Eye.***
A young girl struggles to overcome her insecurities about her gender, her race and her appearance.
- **Myers, Walter Dean. *Slam.***
A high school basketball player must balance his athletic ambitions with his struggles with life off the court.

- **Smith, Betty. *A Tree Grows in Brooklyn.***
A young girl during the turn of the last century must learn to thrive in an urban setting where poverty is her norm.
- **Tan, Amy. *The Joy Luck Club.***
As much a collection of interrelated stories, as an autobiographical novel, Tan's *The Joy Luck Club* explores the coming of age issue of a modern Chinese-American girl and her more traditional Chinese mother.
- **Villasenor, Victor. *Macho!***
A young Mexican boy takes a chance on his dreams, when he immigrates to California to work in the fields.

Week by Week Semester Breakdown

Week 1	• Introduction and Diagnostic Assessment
Week 2	• Ideas: Sections 1 and 2
Week 3	• Ideas: Complete Section 2; Section 3; Begin Section 4
Week 4	• Ideas: Section 4
Week 5	• Ideas: Section 5
Week 6	• Ideas: Complete this unit
Week 7	• Organization: Sections 1 and 2
Week 8	• Organization: Section 3
Week 9	• Organization: Sections 4 and 5
Week 10	• Organization: Sections 6 and 7
Week 11	• Organization: Complete section 7 and take midterm exam
Week 12	• Sentence Fluency: Sections 1 and 2; begin section 3
Week 13	• Sentence Fluency: Section 3
Week 14	• Sentence Fluency: Complete the unit
Week 15	• Conventions: Sections 1 and 2; begin section 3

Week 16	<ul style="list-style-type: none">• Conventions: Section 3
Week 17	<ul style="list-style-type: none">• Conventions: Sections 4-6
Week 18	<ul style="list-style-type: none">• Conventions: Complete unit and take semester exam