

ENG101 Syllabus

Unit 1 - Coming of Age

Unit Overview: Ninth grade marks the beginning of many important transitions, including the experience of becoming an adult. In this unit, you will explore the theme of coming of age and examine how writers in a variety of texts use stylistic choices to create the voices of characters who are going through life-changing experiences. Along the way, you will study texts independently, conduct interviews, analyze arguments regarding the value of postsecondary education, and examine the complex relationship between an author's purpose, his or her audience, and the ways in which he or she appeals to readers. By the end of the unit, your academic coming of age will be marked by a heightened understanding of voice, appeals, and persuasive techniques.

Readings -

- "Spotlight," from *Speak* by Laurie Halse Anderson
- "Marigolds," by Eugenia Collier
- from *Always Running* by Luis J. Rodriguez
- "'Race' Politics," by Luis J. Rodriguez
- "WMDs" by Brian O'Connor
- "Chuck Liddell," by Steven Yaccino
- "Education Still Pays"
- Remarks by the President in a National Address to America's Schoolchildren, by Barack Obama
- "An Early Start on College" by the *Star Tribune*
- "Why College Isn't (And Shouldn't Have to Be) For Everyone," by Robert Reich
- "Actually, College Is Very Much Worth It," by Andrew J. Rotherham

Two essential questions -

- What does it mean to 'come of age'?
- How do authors and speakers persuade and influence an audience?

Major Assessments -

- Writing and Presenting an Interview Narrative
- Writing an Argumentative Essay

Unit 1 Standards -

- Understanding and applying the relationship between diction, syntax, and imagery in the creation of an author's voice (Activities 1.2, 1.3, 1.5)
- Recognizing the connection between the audience of a writing piece and the rhetorical appeals and advertising techniques used to persuade that audience. (Activities 1.16, 1.17, 1.18)

- Identifying and owning self-selected reading strategies to access a variety of texts. (Activities 1.5, 1.8, 1.10)
- Writing for a variety of purposes (Activities 1.5, 1.16, 1.18)

Unit 2 – Defining Style

Unit Overview: Through the ages, stories were passed from generation to generation, sometimes orally and sometimes in writing. Sometime between 1830 and 1835, Edgar Allan Poe began to write structured stories for magazines. His stories fascinated and terrified readers. Poe’s suspenseful writing style and distinct voice set his stories apart from other writers of his time. His works continue to influence artists today, including filmmaker Tim Burton. Burton’s grotesque yet charming films are examples of unique style. In this unit, you will study how authors and a filmmaker develop their style using specific techniques.

Readings -

- “Fire and Ice,” by Robert Frost
- “The Gift of the Magi,” by O. Henry
- “The Stolen Party,” by Liliana Heker (translated by Alberto Manguel)
- “Catacombs and Carnival”
- “The Cask of Amontillado,” by Edgar Allan Poe
- “A Poison Tree,” by William Blake
- “Tim Burton: Wickedly Funny, Grotesquely Humorous”
- Excerpts from *Charlie and the Chocolate Factory*, by Roald Dahl

Two essential questions -

- What makes a good story?
- How does an artist define his or her style?

Unit 2 Standards -

- Analyzing literary works through close reading to understand multiple meanings (Activities 2.5, 2.6, 2.8)
- Reading to become aware of how stylistic effects are achieved by a writer (Activities 2.6, 2.8, 2.13, 2.14, 2.15)
- Connecting writing skills to interpretive skills in reading (Activities 2.18, 2.19, 2.20)
- Writing and rewriting in ongoing efforts to achieve stylistic maturity (Activities 2.3, 2.4, 2.14)
- Producing analytical compositions that introduce a complex central idea and develop it with appropriate evidence, cogent explanations, and clear transitions (Activities 2.9, 2.12, 2.21)
- Creating and sustaining arguments based on readings, research, and/or personal experience (Activities 1.13, 1.15, 1.18)