

English 10 Quarter One Guide: Diana

This guide describes Unit One in English 10: the literature we will analyze, the assignments we will complete and the initial class calendar for this quarter.

All Year:

- ✓ Weekly Grammar Quizzes (Quarter 1)
- ✓ Vocabulary Quizzes (Quarters 2, 3, 4)
- ✓ Sustained Silent Reading (SSR) each block
- ✓ Short reaction assignments, which will focus upon current events, weekly readings, and TED Talks
- ✓ Reading comprehension and multiple-choice strategies practice (New NYS English Regents Part). See PSAT practice and http://www.englishforeveryone.org/PDFs/Grade_10_Assessment_1.pdf and http://englishforeveryone.org/PDFs/The_Storm.pdf and <http://www.engageny.org/english-language-arts>

Unit One

Texts: *Oedipus* (Sophocles), *A Raisin in the Sun* (Lorraine Hansberry), short fiction, nonfiction and poetry.

Writing Assignments and Projects:

1. Diagnostic: College Essay OR Personal Interview
2. Poetry Explication: Character Analysis (requires research documentation)
3. Regents essay (synthesis essay)
4. Research: Cultural Literacy (requires research documentation)

NOTE: The English 10 literary terms are posted on our class website—be sure to check the list to prepare for literary analysis and for quizzes/tests!

This year we will focus upon **cultural literacy**, the people, events and terminology people need to know in order to understand a specific culture. How would you define your American cultural literacy?

Assessment: student grades will be based upon the following formula:

Writing Assignments:	60%
Quizzes/Tests	20%
Homework	10%
Class Participation	10%
	100%

Issues or questions? Please see me!

I am here every day after school to give you a hand!

I can also be reached via email: mdiana@newpaltz.k12.ny.us

Sustained Silent Reading (SSR): We will engage in SSR on a daily basis. Please bring something to read to every class. “When [people] start reading for pleasure... good things will happen. Their reading comprehension will improve, and they will find difficult, academic-style texts easier to read. Their writing style will improve, and they will be better able to write prose in a style that is acceptable to schools, business, and the scientific community. Their vocabulary will improve, and their spelling and control of grammar will improve.”

—Stephen D. Krashen from *The Power of Reading*

Assignments (please read on for full descriptions of each assignment):

#1: Narrative Writing: due Sept 23/24; **LRD** Oct. 3. Choice of a college essay or an interview.

#2: Poetry Explication—Character Analysis: due Oct. 15/16; **LRD** Oct. 25.

#3: In-Class Regents Essay: Oct. 28/29.

#4: Cultural Literacy Project: due to be handed in AND presented on Nov. 4/5

BEFORE handing in your assignment, check the following:

- ✓ Does your assignment fit the description? (Read the description carefully to get the best grade—is your assignment of the required length, for example?)
- ✓ Is your assignment on time? (Ten points are deducted for each day late.)
- ✓ MLA Heading (Name, Teacher, Class, Date, Assignment # are written on the left-hand side; Last Name and page number are written on the right-hand side)
- ✓ Did you attach your peer-edited rough draft? (Note: we will peer-critique assignments the class before they are due—be sure to keep track of all rough drafts so you can include them when you hand in your work!).
- ✓ Type and double space ALL WORK; make sure all work is in Times New Roman, font size 12 with one-inch margins

BEFORE handing in your **rewrite**, check the following:

- ✓ Did you underline or highlight the edited sections of your final draft?
- ✓ Did you gloss your final draft (at the end of your final draft, state what you edited)
- ✓ Is your rewrite stapled on top of your original drafts?
- ✓ The LRD—there is a Last Rewrite Date for each assignment (see each assignment’s description); rewrites are not accepted after this date.

Assignment #1: Narrative Writing.

As our first writing assignment, this is a diagnostic piece, which will help us to establish your writing goals for the year; we will save a copy of this assignment and return to it in quarter four. This assignment is to be 1 ½ to 2 pages in length (please, not longer!) and it is due typed Sept 23/24; **LRD** Oct. 3. Please choose either:

- A. **The College Essay:** For this rhetorical style (style of writing/communication), no outside research is required; here you are simply describing something about you your experiences, your outlook/beliefs. Please select one of the following:
- ✓ Your personal philosophy and how you have developed this philosophy
 - ✓ Your ethnic background and how it has molded/shaped you
 - ✓ One person who has influenced your life
 - ✓ A gift you've given or received (and what it means/symbolizes)
 - ✓ A favorite quote and what it reveals about you
 - ✓ One way you plan to use your future education to impact your community/the world
 - ✓ OR write your own college recommendation letter—state how you would like a high school teacher to describe your personality, strengths, achievements and academic goals to the college of your choice.
- B. **The Interview:** Interview someone you admire who is NOT of your generation regarding a life lesson s/he learned. Make sure that you write in interview format (with the speakers' names in all capitals and bold font, followed by a colon) and that you provide a brief introduction (introducing your interviewee and the topic) and a conclusion (wrapping up your main points).

Interview Format:

YOUR NAME: (IN ALL CAPS AND BOLD, FOLLOWED BY A COLON)

YOUR INTERVIEWEE'S NAME: (AGAIN, IN ALL CAPS AND BOLD, FOLLOWED BY A COLON).

* ELA Writing Common Core Standard #3: *"Write narratives to develop real or imagined experiences or events suing effective technique, well-chosen details, and well-structures event sequences."*

Assignment #2: Poetry Explication: Character Analysis (Expository Writing).

This assignment is to be 1 to 1 1/2 pages in length and it is due typed Oct. 15/16; **LRD** is Oct. 25. Our unit this quarter is *Identity*; for this assignment, please write an analysis of a lyric poem (a song) of your choice that defines/describes a speaker or that states a speaker's philosophy of life. Remember:

- You must include an annotated copy of the lyric poem (the words to the song with your notes)

- Your objective is *to analyze the speaker of the lyric poem*, not to merely state what the lyric poem *means*. When you discuss the speaker, do not assume the speaker of the lyric poem is the artist who sings it. (For example, do not say, “Billy Joel believes that ‘only the good die young’.” Say “the speaker” believes this; we cannot assume to know what the artist thinks/believes.)
- On the same note, do not discuss yourself. At all. Do not use the personal pronoun “I” (or “me” or “my”); you are quite wonderful, but you are not in the lyric poem.
- Use quotation marks around the title of the song (album titles are underlined).
- As stated, this assignment is to be a full page in length (a shorter assignment means a modified grade) and it must include the lyrics of the song. It must also cite the source for your lyric poem, using MLA citation (we will model this in class; **MLA documentation for common sources is posted at the end of this guide ☺**).
- For this assignment you may work with a partner, if you would like; just make sure both of your names are in the MLA heading so you will both get full credit.

ELA Reading Common Core Standard #1: “Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”

ELA Reading Common Core Standard #2: “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.”

ELA Reading Common Core Standard #4: “Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.”

ELA Writing Common Core Standard #1: “Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.”

Assignment #3: In-Class Regents Essay—Oct. 28/29. Our first quarter Regents Essay will ask students to synthesize information from several sources in an essay (not to worry; we will model this in class prior to writing this in-class assignment).

ELA Reading Common Core Standard #1: “Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.”

ELA Reading Common Core Standard# 2: “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including

how it emerges and is shaped and refined by specific details; provide an objective summary of the text.”

ELA Reading Common Core Standard #7: “Analyze the representation of a subject told in different mediums, determining which detail are emphasized in each account.”

ELA Reading Common Core Standard #8. “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”

ELA Reading Common Core Standard #9. “Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.”

ELA Writing Common Core Standard #2: “Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.”

Assignment #4: English 10 Cultural Literacy Project: This year we will spend a considerable amount of time focusing upon cultural literacy—the people, events and terminology people need to be familiar with in order to be literate in a specific culture. For our last assignment for quarter one, you need to select an aspect of cultural literacy to examine and present. Is there a person in history you would like to research? Is there a work of literature or a film that you believe is integral to American culture? Project Requirements: Your project must:

- Be 1 ½ to 2 pages in length (double spaced, in 12 TNR font)
- Include 3 MLA-documented sources (in parenthetical documentation AND a works cited)
- Focus upon cultural literacy (meaning that, if you are discussing a book, your assignment isn’t merely a book review—you must fully describe the role of the book in American culture and why an understanding of/familiarity with this book is important).

Please remember that projects will be presented to the class on the day they are due—be ready!

ELA Writing Common Core Standard #2: “Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.”

Essay Essentials—please check your essays for these issues:
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Titles:

- Have you created your own title, rather than using the title of the literary selection being analyzed? (Not all student essays have titles and this is an easy way to start off by emphasizing your thesis!)
- Have you punctuated titles correctly? (Remember that longer titles—novels, plays, etc.-- are underlined and shorter titles—essays, poetry, etc.—are in quotes.)

Intro:

- Does your opening paragraph specifically address your task and introduce your topic?

Body Paragraphs:

- Does each body paragraph contain a topic sentence that clearly addresses your thesis?
- Do your paragraphs outline and organize your essay in a logical manner?

Conclusion:

- A strong conclusion paragraph restates your thesis (through the use of different wording, of course; don't merely repeat your intro in the same language) and summarizes your main points, tying your ideas together.

General / Overall:

- Most importantly, have you stayed on topic (does every sentence address your task)? Have you provided sufficient supporting information to prove your thesis?
- When addressing literature, does your discussion focus upon literary devices—and have you used an adjective in before each literary device? For example, do not just say that a passage “uses diction.” “Diction” means “word choice,” so without an adjective before the word “diction” you have just stated that the passage uses words (and your reader will be thinking, “*Duh!*”). Specify what type of diction. Is the diction formal? Informative? Erudite? Colloquial? Repetitive? (So don't just say “diction.” Or “imagery.” Or “tone.” Each literary device needs an adjective for support.)
- Have you used quotes to support your thesis? Have you embedded the supporting quotations?
- Have you limited plot summary to supporting elements only?
- Have you avoided broad generalizations?
- Is your literary analysis written in the historical present tense?
- Have you eliminated all statements that offer praise or criticism of the literature or the author?
- In analyzing poetry, have you referred to the speaker rather than the author?
- Language: Be sure you use academic language. This means you have:

- Eliminated all contractions and informal language/slang
- Selected formal language and used specific details from the text to support your points.

Remember that the best essays are unique—they sound like an individual voice, an intelligent individual voice. If your essay sounds dry and mechanical, even if you are making solid points and even if you remain focused on the task, your essay will not attain a high score.

- Varied syntax throughout. Syntax simply means “sentence structure.” Don't have the same structure for each sentence, or even each paragraph. (For example, don't begin three sentences in a row with the phrase “In the passage...” Again, even if you are making a good point, this is boring!)
- Refrained from saying “I think that,” “I feel that,” or “I believe that.” (“Kill the I” throughout.)
- Proofread your essay—is it grammatically correct throughout?
- Last—but surely not least—if your assignment is handwritten, is your handwriting legible?

There are one hundred other things to add, but let's keep this to one page. Bottom line? Read through your essays and examine the errors you are making (*know yourself as a student—we each have things to learn!*).

MLA Documentation of Sources: ☺

Please document all outside sources within your paper (through parenthetical documentation) and at the end of your paper (there is no need to put citation on a separate page—save a tree!).

1. For a reference database/online scholarly project:

Follow this format:

Author. "Article Title." Original Source of Article. Date of Original Source: page numbers. Name of the Database Used. Name of the Service. Library where database was accessed, Location of library. Date of Access.

Here is an example:

Frick, Robert. "Investing in Medical Miracles." Kiplinger's Personal Finance. 22 Feb. 2011: 80-90. SIRS Researcher. SIRS Knowledge Source. New Paltz High School Library, New Paltz, NY. 11 Jan. 2011.

2. For a personal/professional website: first of all, be careful with websites—although there is a lot of good information out there, there is also a lot of inaccurate information. If you have selected a reliable site with wonderful information, here is how you cite it: begin with the creator of the site (if available) and continue with the title of the site (or a description such as "Home page" if no title is available), the date of publication/latest update, the name of any organization associated with the site, and the date of access. Two examples follow:

Blue Note Records. 19 Mar. 2011. 25 Mar. 2012.

Spanoudis, Steve, Bob Blair, and Jason Miller. Poets' Corner. 2 Feb. 2010. 4 Feb. 2010.

3. Other online sources: when you use a website that has specific pages (like an online dictionary, for example, that has specific entries), begin with the page title in

quote, then state the website name, then the posted date, then the date of access. For example:

“City of New Orleans, LA.” Map. Yahoo! Maps. Yahoo! 2010. 4 Feb. 2011.

4. **A personal Interview:** you may wish to interview someone for your paper, a specialist in a topic you are discussing, etc. Here is how you would cite the interview in your Works Cited page:

Name of the interviewee, the kind of interview (personal, telephone), and the date. For example:

Clinton, Barbara. Personal interview. 9 March 2011.

5. **Books** are cited using the following format: Author’s name, Title, City of Publication: Publisher, Date of Publication. For example:

Zimmer, William. Teaching in the Public School. New Haven: Yale Press, 2010.

Your Works Cited should look like the one below—make sure that it is:

1. Double-spaced

2. Alphabetized, by first word

3. Placed at the end of your paper—not on a separate page—save a tree!

Works Cited

Clinton, Barbara. Personal interview. 9 March 2013.

Tremi, John. Lytic Lines. 17 Feb. 2012. 4 June 2012.

Zimmer, William. Teaching in the Public School. New Haven: Yale Press, 2012.

NOTE: Parenthetical documentation (within the body of your paper) for the above sources looks like this: (Clinton), (Tremi), (Zimmer). Make sure you put the parenthetical documentation at the end of the sentence in which you have used the outside information and that the period for that sentence goes **AFTER** the final parenthesis.

English 10 Quarter One Calendar: Diana

This calendar lists all the formal writing assignments for the quarter (so there are no excuses for handing in late work); this calendar will, of course, be revised as we continue.

Mon	Tues	Wed	Thurs	Fri
September Week 1 ☺				Sept. 6: Day 1: A Day HW: Read Handouts, check website and get supplies
Sept. 9: Day 1: B Day HW: Read Handouts, check website and get supplies	10	11	12 Grammar Quiz 1	13 Grammar Quiz 1
Sept. 16	17	18	19 Peer Crit. #1 Grammar Quiz 2	20 Peer Crit. #1 Grammar Quiz 2
Sept. 23 Assignment #1 due	24 Assignment #1 due	25	26 Grammar Quiz 3	27 Grammar Quiz 3
Sept. 30	Oct. 1	2	3 LRD #1 Grammar Quiz 4	4 Grammar Quiz 4
Oct. 7	8	9	10 Peer Crit. #2 Grammar Quiz 5	11 Peer Crit. #2 Grammar Quiz 5
Oct. 14 Columbus Day No School ☺	15 Assignment #2 due	16 Assignment #2 due	17 Grammar Quiz 6	18 Grammar Quiz 6
Oct. 21	22	23	24 Grammar Quiz 7	25 LRD #2 Grammar Quiz 7
Oct. 28 Assignment #3 In-Class Essay	29 Assignment #3 In-Class Essay	30 Peer Crit. #4	31 Peer Crit. #4 Grammar Quiz 8	Nov. 1 Grammar Quiz 8 Assignment #4 due
Nov. 4 Assignment #4 due	5	6	7 Grammar Quiz 9	8 Grammar Quiz 9 <div>End of Quarter 1</div>

If you have questions, please ask! I am here to help! ☺