

ENGLISH 575 SYLLABUS, PART TWO: UPDATED SCHEDULE

Reminders: I reserve the right to make schedule and related changes to the syllabus. Updates are announced in class and posted on the course website.

We will regularly use the course books in class. Also, you need textbook access outside of class in order to complete notebook assignments.

TENTATIVE CLASS SCHEDULE

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| <p>DAY NINE (Monday 9/16) Review: Academic Essay Structure Focus on: The Thesis Statement Focus on: Topic Sentences Choosing Your Project One Topic / Idea Generation Strategies Outlining Strategies</p> <p><u>DUE TODAY (worth up to seven notebook points)</u> <u>Notebook Materials for Day Nine</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter six) <input type="checkbox"/> Read: “Get the Big Picture: Identifying the Main Idea in College Reading” (216-247/Custom) <input type="checkbox"/> Complete: at least one of each dialectical response type for chapter six <input type="checkbox"/> Complete: at least one of each dialectical response type for pages 216-247 <input type="checkbox"/> Complete: annotation of Project One assignment sheet</p> | <p>DAY TEN (Wednesday 9/18) Major and Minor Supporting Details A Palette of Rhetorical Strategies</p> <p><u>DUE TODAY (worth up to seven notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapters seven and eight) <input type="checkbox"/> Complete: at least one of each dialectical response type as you read these two chapters <input type="checkbox"/> Review: Idea Generation Strategies (pgs.377-386/Custom) <input type="checkbox"/> Complete: Idea Generation, Project One <input type="checkbox"/> Review: “How Do I Write a Thesis?” (387-389/Custom) <input type="checkbox"/> Read: Outline Strategies (390-395/Custom) <input type="checkbox"/> Complete: Outline, Project One <input type="checkbox"/> Strongly Suggested: Read “Lend Some Support: Locating and Using Important Details” (248-273/Custom)/Extra Credit (up to five points): Complete at least one of each dialectical response type for pages 248-273</p> |
| <p>DAY ELEVEN (Monday 9/23) Sharing and Responding: Project One Rough Drafts/Titles/Transitions/Other</p> <p><u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Read & Respond (worth up to seven notebook points): <i>The Hunger Games</i> (chapter nine) <input type="checkbox"/> Complete: (worth up to eight essay draft points) Project One, Essay Draft with copies Make four additional copies and distribute these copies to test readers in class today</p> | <p>DAY TWELVE (Wednesday 9/25) Editing Strategies Active Reading: Before, During, After Vocabulary Development</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u> Work On: Revising Project One Complete: Newest Version of Project One</p> |
| <p>DAY THIRTEEN (Monday 9/30) Project One (Final Version) Due Active Reading: Before, During, After/ Vocabulary Development (continued)</p> <p><u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Major Project One (Final Version)</p> | <p>DAY FOURTEEN (Wednesday 10/2) Definition and Classification Idea Generation: Project Two <u>CHECKLIST: NOTEBOOK MATERIALS DUE</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapters nine and ten) / <input type="checkbox"/> Complete: at least one of each dialectical response type for these chapters <input type="checkbox"/> Read: “Chart the Course: Identifying and Integrating Writing Patterns” (274-303/Custom) <input type="checkbox"/> Complete: Written Reading Response using reading as a process for pages 274-303 (explained in class on 9/26)</p> |

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| <p>DAY FIFTEEN (Monday 10/7) Classification (continued) Idea Generation: Project Two <u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 12) <input type="checkbox"/> Read: “Wait Divisions (446-449/Custom) <input type="checkbox"/> Read: “White Lies” (450-452/Custom) <input type="checkbox"/> Read: “Watcher at the Gates” (464-468/Custom) <input type="checkbox"/> Read: “Television Insults Men, Too” (470-471) <input type="checkbox"/> Complete: Reading Response Activities (as explained in class)</p> | <p>DAY SIXTEEN (Wednesday 10/9) Rhetorical Strategies and Your Classification Essay <u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u> <input type="checkbox"/> Read and Respond: <i>The Hunger Games</i> (chapter 13) <input type="checkbox"/> Review: “I Don’t Know What to Write” (377-386/Custom) <input type="checkbox"/> Complete: Idea Generation, Project Two <input type="checkbox"/> Review: “How Do I Write a Thesis?” (387-389/Custom) <input type="checkbox"/> Review: “How Do I Get My Ideas to Fit Together” (390-395/Custom) <input type="checkbox"/> Complete: Outline, Project Two</p> |
| <p>DAY SEVENTEEN (Monday 10/14) Sharing and Responding: Project Two Rough Drafts / Transitions, Organizational Patterns, and Titles <u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Read and Respond (worth up to seven notebook points): <i>The Hunger Games</i> (chapter 14) <input type="checkbox"/> Complete: (worth up to eight essay draft points) Project Two, Essay Draft with copies Make four additional copies and distribute these copies to test readers in class today</p> | <p>DAY EIGHTEEN (Wednesday 10/16) Editing Strategies The Hunger Games: Countdown to the Debate (And the <i>Catching Fire</i> Premiere) <u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 15) <input type="checkbox"/> Work On: Revising Project Two <input type="checkbox"/> Complete/Bring: Newest Version of Project Two</p> |
| <p>DAY NINETEEN (Monday 10/21) Project Two (Final Version) Due / Reading & Responding: Job Market Idea Generation: Project Three <u>CHECKLIST: WORK DUE TODAY</u> <input type="checkbox"/> Major Project Two (Final Version)</p> | <p>DAY TWENTY (Wednesday 10/23) Reading and Responding: Jump Start Your Career Idea Generation: Project Three <u>CHECKLIST: WORK DUE TODAY worth up to seven notebook points</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 16) <input type="checkbox"/> Read: Readings about the Job Market (2-31/Custom) <input type="checkbox"/> Read: Jump-Start Your Career (32-56/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p> |
| <p>DAY TWENTY-ONE (Monday 10/28) Reading and Responding: Your Career Assets Idea Generation: Project Three <u>CHECKLIST: WORK DUE TODAY worth up to seven notebook points</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 17) <input type="checkbox"/> Read: “Skills and Interests-Your Career Assets” (57-76/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p> | <p>DAY TWENTY-TWO (Wednesday 10/30) Selecting and Evaluating Research: Project Three Career Development Materials <u>CHECKLIST: WORK DUE (worth up to seven notebook points)</u> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 18) <input type="checkbox"/> Read: “Let’s Get Critical: Making Inferences and Incorporating Critical Reading Skills” (304-337/Custom) <input type="checkbox"/> Complete: Reading Response Activities (as assigned)</p> |

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| <p>DAY TWENTY-THREE (Monday 11/4) Evaluating, Organizing and Incorporating Source Information, Project Three</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 19) <input type="checkbox"/> Research/Read: Project Three Materials (Bureau of Labor Statistics/Hiring Announcement, Professional Association, others) <input type="checkbox"/> Bring paper copies to class: Project Materials <input type="checkbox"/> Read: “What Do I Do With the Sources I Find?” / Sample Essay (398-417) <input type="checkbox"/> Complete: Reading Response Activities (as assigned) | <p>DAY TWENTY-FOUR (Wednesday 11/6) Evaluating, Organizing and Incorporating Source Information Project Three (continued)</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 20) <input type="checkbox"/> Read: “Lights, Camera, and Action! Rehearsing the Information” (338-363/Custom) <input type="checkbox"/> Bring paper copies: Project Three Materials <input type="checkbox"/> Bring: Notes from your interview(s) <input type="checkbox"/> Complete: Reading Response Activities (as assigned) |
| <p>DAY TWENTY-FIVE (Wednesday 11/13) Sharing and Responding: Project Three Work-In-Progress / The Hunger Games and Educational Policy / Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapter 21) <input type="checkbox"/> Review: “I Don’t Know What to Write”(377-386/Custom) <input type="checkbox"/> Complete: Idea Generation, Project Three <input type="checkbox"/> Review: “How Do I Write a Thesis?” (387-389/Custom) <input type="checkbox"/> Review: “How Do I Get My Ideas to Fit Together”(390-395/Custom) <input type="checkbox"/> Complete: Outline, Project Three | <p>DAY TWENTY-SIX (Monday 11/18) Sharing and Responding: Project Three Rough Drafts / Transitions, Organizational Patterns, and Titles</p> <p><u>CHECKLIST: WORK DUE TODAY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and Respond (worth up to seven notebook points): <i>The Hunger Games</i> (chapter 22) <input type="checkbox"/> Complete: (worth up to eight essay draft points) Project Three, Essay Draft with copies <p>Make four additional copies and distribute these copies to test readers in class today</p> |
| <p>DAY TWENTY-SEVEN (Wednesday 11/20) The Hunger Games and Educational Policy / Debate Preparation</p> <p><u>CHECKLIST: DUE TODAY (worth up to seven points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: <i>The Hunger Games</i> (chapters 23-26) <input type="checkbox"/> Read: Hunger Games Debate Readings (as assigned) <input type="checkbox"/> Complete: Reading Response Activities (as assigned) | <p>DAY TWENTY-EIGHT (Monday 11/25) Due: Project Three (Final Version) The Hunger Games and Educational Policy / Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Major Project Three (Final Version) |

Catching Fire film release:
Please see part four of the syllabus for additional information.

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| <p>DAY TWENTY-NINE (Wednesday 11/27) The Hunger Games and Educational Policy / Debate Preparation / Reading and Responding: Educational Policy / Idea Generation: Project Four</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points) / Selected Readings/Assigned by Group</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Read: "School vs. Education" (442-444/Custom) <input type="checkbox"/> Read: "Why Jonny Can't Write" (453-455/Custom) <input type="checkbox"/> Read: "America Needs Its Nerds"(461-463) <input type="checkbox"/> Read: "On Being 17, Bright, and Unable to Read" (475-478/Custom) <input type="checkbox"/> Read: "Joy in School: Joyful learning can flourish in school-if you give joy a chance" (479-483/Custom) <input type="checkbox"/> Read: Online Reading Options (www.writingintheie.info) <input type="checkbox"/> Complete: Reading Response Activities | <p>DAY THIRTY (Monday 12/2) Research and Idea Generation, Project Four (continued) The Hunger Games and Educational Policy: Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review: "What Do I Do With the Sources I Find?" / Sample Essay (398-417) <input type="checkbox"/> Research/Read/Respond: Project Four Materials (sources for educational policy claim essay) <input type="checkbox"/> Bring paper copies to class: Project Four Materials <input type="checkbox"/> Review: "I Don't Know What to Write"(377-386/Custom) <input type="checkbox"/> Review: "How Do I Write a Thesis?" (387-389/Custom) <input type="checkbox"/> Complete: Idea Generation Materials, Project Four |
| <p>DAY THIRTY-ONE (Wednesday 12/4) Research and Idea Generation, Project Four (continued)/The Hunger Games and Educational Policy: Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Review: "What Do I Do With the Sources I Find?" / Sample Essay (398-417) <input type="checkbox"/> Review: "I Don't Know What to Write"(377-386/Custom) <input type="checkbox"/> Complete: Idea Generation, Project Four <input type="checkbox"/> Review: "How Do I Get My Ideas to Fit Together"(390-395/Custom) <input type="checkbox"/> Review: "How Do I Write a Thesis?" (387-389/Custom) <input type="checkbox"/> Complete: Outline, Project Four | <p>DAY THIRTY-TWO (Monday 12/9) Sharing and Responding: Project Four Rough Drafts)/The Hunger Games and Educational Policy: Debate Preparation</p> <p><u>CHECKLIST: WORK DUE TODAY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete: (worth up to eight essay draft points) Project Four, Essay Draft with copies <p>Make four additional copies and distribute these copies to test readers in class today</p> |
| <p>DAY THIRTY-THREE (Wednesday 12/11) Editing Strategies/The Hunger Games and Educational Policy: Debate Preparation (Tuesday 12/10) <u>CHECKLIST: WORK DUE TODAY (worth up to seven notebook points)</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring: Newest Draft of Project Four / Returned Drafts of Projects One, Two, and Three with Instructor Feedback | <p>FINAL: Thursday 12/12 8:45 to 11:15 am The Hunger Games Debate In-Class Essay: The Hunger Games Debate</p> <p><u>CHECKLIST: WORK DUE TODAY</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Major Project Four (Final Version) <input type="checkbox"/> Group Project: Hunger Games debate <input type="checkbox"/> In-Class Essay: Hunger Games debate <input type="checkbox"/> (Optional) Updated Version of Major Project One, Two, OR Three (In order to submit the updated project for a possibly higher grade, you must also turn in the previously graded version with instructor comments.) |

ENGLISH 575 SYLLABUS: PART FOUR

Optional Field Trip

for Professor Utsler's English 575 Classes

The Hunger Games: Catching Fire

Friday, November 22

Time: To Be Announced

Date and Location: Subject to Change

****Participants are responsible for their tickets and other costs.****

CHINO HILLS 18

ADDRESS

3070 Chino Ave.
Chino Hills, CA 91709
909-627-8010
(Hwy 71 & Chino Ave.)

Earn up to ten extra credit points:

1. Complete and submit the required field trip form to Professor Utsler by November 16, 2013.

If you do not submit the completed field trip form by the deadline, you are not eligible to earn extra credit points for attending this screening of *Catching Fire*, and you are not eligible to attend this public screening as a Chaffey College group participant. Only those who complete the field trip form as required are eligible to participate in this optional course field trip.

2. Watch the film, *Catching Fire*.

3. Write a review of the film. This typed review must be at least 500 words and formatted as an academic essay in order to earn the highest number of extra credit points possible.

4. Submit your ticket stub and film review by the last day of class.

Each student may earn up to twenty extra credit points this semester, and you do not need to participate in this optional field trip in order to earn these points. Many extra credit options are available; this is the only field trip/off-campus event for the course.