Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (please print neatly)

12/17: Vocabulary practice; video lecture w/notes “Building Dramatic Sentences” with time for

 writing practice paragraph; sign up for January presentation date

 (either 1/7 or 1/4)

1/7: Visual literacy presentations; “In Praise of the Humble Comma” + punctuation activity

1/14: Visual literacy presentations; “Guys vs Men” essay and outline assignment

1/22: End of Semester Exam

|  |  |  |
| --- | --- | --- |
| Points  | Text  | Assignment: Visual Literacy Presentations and Text Analysis |
|  | Lecture**20** points | Complete the lecture note pages and writing exercise for “Building Dramatic Sentences”  |
|  | Vocabulary**16** points | Practice language of literary analysis – complete the matching and short response worksheet (attached). This will be reviewed in class on 12/17. |
|  | SAE Skills**20** points | Complete the SAT skills practice (attached). Record your answers on the answer document provided and then remove the 4 “SAT Practice V” pages. Turn in your answer document only. |
|  | Essay Analysis**15** points | Read “Guys vs Men” by humorist Dave Barry (handout on 1/15) and  annotate it as if you were going to write an analysis of it. What  do you notice about diction, tone, sentence structure, or use of  any other literary devices?Write Outline analysis essay of this text, do **NOT** write the  full essay – create an outline only, but with support quotes, as *if*  you were going to write about it in an AP text analysis prompt.  |
|   | Readings for Writers**34** points | Read “Definition” (pgs 359 – 363)Read “The Company Man” (pgs 375-376)Type Responses to “The Facts” #3, 4, and 5 and “The Strategies” #1, 2,  and 4 (pg 377)Read “In Praise of the Humble Comma” (pgs 378 – 380)Type Responses to “The Facts” #1; “The Strategies” #2, 3, & 4;  “The Issues” #2 & 4  |
|  | Collaborate & Write Project**30** points | Read the “Issue for Critical Thinking and Debate: Global Warming” (pgs 393 – 408). With a writing partner, use the writing process (from brainstorm through editing) to craft an essay (yes, **1** essay for **2** students…*choose wisely grasshoppers*) blending both of your voices in which you define **one** of the five terms, with at least **two** examples, presented in “Chapter Writing Assignments” #4 (pgs 408-9). Your joint essay is to reflect your application of “Key Features of Definitional Arguments” (see bulleted list on pgs 265-266 in Everything’s an Argument) **do not exceed 500 words.** |
|  | Visual Literacy Project **40** points | Present your visual literacy project (introduced in Month 4) on either 1/7 or 1/14.You must be present to earn the presentation points. Your work will be evaluated based on the content of your **250 word analysis** (20 points) AND your **verbal presentation** of it (20 points). |

\_\_\_\_\_/Points earned of **175** possible