

Roberts

Pacing – 1st six weeks

HCC English 1301 (12th)

1. Class begins with 15-30 mins. of sustained reading or sustained informal writing practice and brief classroom housekeeping/announcements re: senior class & HCC.
2. Students continue to understand expectations, apply concepts, and formulate the modes of college writing per the expectations of HCC and the midterm writing portfolio.
3. Students will actively work on a discussion, reading, or writing assignment per 1301 pacing.
4. Students arrive to class each day with working drafts and evidence of the writing and/or reading process and will discuss and turn in any relevant HW.
5. The first six weeks focuses on DIAGNOSTIC, CLASSIFY-DIVIDE, COMPARE-CONTRAST ESSAYS; CLOSE READING-ANNOTATIONS, ACTIVE LISTENING - Students in my class are either engaged daily in in-class writing, reading or in-class work-shopping of final formal essay assignments with teacher guidance and peer review. We are perpetually working on essays. The first essay assignments are informal DIAGNOSTIC, TIME MGMT. responses for discussions. First workshops for formal essays are CLASSIFY DIVIDE & COMPARE CONTRAST.
6. Students are using and respecting the writing process, managing their time, and proofreading carefully.

HB5 College Skill Building (11th & 12th)

1. Class begins with 15-30 mins. of sustained reading or sustained informal writing practice and brief classroom housekeeping/announcements re: senior class. Much of what is done in this course mirrors my English course, with modifications and shorter word count expectations.
2. Students in this course are expected to be privy to daily current events and this course will incorporate CNN Student News broadcasts and daily quizzes per the HISD journalism curriculum.
3. Students continue to understand expectations, apply concepts, and formulate the modes of college writing per the expectations of HCC and the spring senior writing portfolio, which includes modified versions of my 1301 curriculum (six modes of college writing).
4. Students will actively work on a discussion, reading, or writing assignments.
5. Students arrive to class each day with working drafts and evidence of the writing and/or reading process and will discuss and turn in any relevant HW.
6. The first six weeks focuses on the introduction to LITERACY and ACADEMIC LANGUAGE, DIGITAL RESOURCES RE: TSI and SAT PREP and reinforcing self-awareness (i.e. INFORMAL WRITTEN UNDERSTANDING and DISCUSSION of personal academic strengths/weaknesses). Students will compete in a spelling bee and essentially undergo a modified ENG 1301 curriculum re: MODES of COLLEGE COMPOSITION.
7. Students are using and respecting the writing process, managing their time, and proofreading carefully.
8. Integrate expectations of ONE GOAL GRADUATION PROGRAM as needed.

Thanks. Tentative 1st six weeks syllabus:

EVERY class sessions begins with 10-15 minutes of writing and discussion informed by JOURNAL WARM UP(S) min. 12 sentences: Warm-ups include CREATIVE WRITING PROMPTS, RESPONSES to QUOTES, "MUSICAL IMAGINATION" listener response (per UHD Creative Writing program), CNN Student News Current Events quizzes, "Kokology" prompts, etc...

1. Welcome Speech (Expectations, Procedure, Ethos) & Martín Espada's "Imagine the Angels of Bread" poetry analysis, discussion, and "This is the year..." writing prompt.
2. Revisit Espada. College Q&A. UNDERSTANDING the VALUE of LITERACY. Academic language and "literacy bingo".
3. Whitman's "O Me! O Life!" discussion and writing prompt. TIME MGMT. exercise.
4. In-class DIAGNOSTIC essay writing.
5. Introduction to CLASSIFY and DIVIDE (Formal Essay #1)
6. Writing Workshop Week re: ESSAY #1
7. "To Be" & Sentence Starter exercise.
8. Close-reading of Alexie and Malcolm X & contemporary Dr. Emdin "Hip-Hop Ed essay topics"
9. Introduction to Formal Essay #2: COMPARE & CONTRAST
10. Writing Workshop Week re: ESSAY #2