

# English 100

## Fall Term 2011

Ms. Susan Greenberg  
Period 2: M, T, W, F /Bulfinch 15  
Period 3: M, T, Th, F/Bulfinch 15  
[sgreenberg@andover.edu](mailto:sgreenberg@andover.edu)  
(973) 204-4495 (cell)

“I hungered for books, new ways of looking and seeing. It was not a matter of believing or disbelieving what I read, but of feeling something new, of being affected by something that made the look of the world different.”

~Richard Wright, *Black Boy*

Welcome to English 100. Throughout the year you will develop your reading, writing, thinking, speaking, and listening skills. You will read a variety of texts, participate in enlightening discussions, and write both creatively and critically. The texts mimic in important ways the journey that each of you is undertaking as a 9<sup>th</sup> grader at Andover: the experience of being in a new place away from home, of navigating a strange and sometimes daunting universe, and of immersing yourself in a challenging yet stimulating environment that will demand your best efforts daily. You will draw connections as you read—at first between yourself and the text, and eventually within the text and between texts as well. It is my hope that you will grow to revel in the beauty, humor and wisdom of literature, and use it to further your understanding of the world and of yourself.

Texts:           Edwidge Danticat, *The Dew Breaker*  
                  Ishmael Beah, *A Long Way Gone*  
                  Patricia McCormick, *Sold*  
                  J.D. Salinger, *The Catcher in the Rye*  
                  Beverly Lawn, ed. *40 Short Stories: A Portable Anthology*

**Attendance:** You are expected to attend every class and to arrive on time. Any unexcused absences will be counted as a cut. Three tardies will equal one cut.

**Preparation:** All reading assignments are mandatory, and must be completed before the class period for which they are assigned. You should read each assignment thoroughly and actively, meaning you should mark the text with questions, thoughts, comments and connections for use in class discussions and essays. Please come to class with the text.

**Participation:** This will be a discussion-driven class, and the best discussions arise when every voice is heard. Each student is expected to be an active participant every day, offering observations, questions and comments. It is equally important for each student to be an engaged, supportive, and respectful listener when someone else is speaking.

**Writing:** You will be writing every week, a variety of personal, creative and analytical pieces in an effort to develop your voice, style and critical understanding skills. You will complete in-class exercises, short written assignments and longer essays. We will also work regularly on grammar and vocabulary. All papers should be typed, doubled spaced and stapled if necessary. **\*\*Hard copies of written assignments must be handed in at the start of class period on the day they are due.\*\*** No email copies will be accepted. Late assignments will be penalized.

**Assessment:** In the fall term of English 100, you will not receive a grade; the class is offered only Pass/Fail. However, you will receive written assessments on each assignment as a guide to your progress and preparation for the graded assignments to follow in the winter and spring terms.

**Academic Integrity:** Everything you write for this class is expected to be strictly your work and yours alone. Plagiarism will not be tolerated. That means any time you use ANY material beyond your own brain, you MUST provide attribution. Please do not accept suggestions, advice or even punctuation help from your parents, friends or house counselors—and if you do so inadvertently, be certain to credit them. You are encouraged to seek help at the Writing Center but please note it on your paper. If in doubt, cite the source. It is far better to over-credit than to fail to credit.

**Classroom Etiquette:** No technology in class, unless expressly noted otherwise. This applies to laptops, cell phones, iPads, etc. If I see it, I will confiscate it for the duration of the class. No gum, food, or drinks, except water.

**Conferences:** I am always available by appointment; just email me.

This syllabus is subject to change with fair warning.

**WEEK 1: 9/12-9/16**

- T** IN CLASS: Introductions and expectations  
Wendell Berry, "The Vacation", Twain quote  
HW: Jamaica Kincaid, "Girl"  
Sandra Cisneros, "The House on Mango Street"
- W/Th** IN CLASS: Discuss readings/different kinds of writing/group vocab work  
HW: Mimicking style of "Girl," write a one-paragraph essay of instructions someone—parents, grandparents, teacher, coach--has given you  
Tim O'Brien, "The Things They Carried"
- F** IN CLASS: Share "Girl" essays/Discuss O'Brien  
HW: Review *The Dew Breaker*; write a paragraph on which story had the biggest impact on you, and why

**WEEK 2: 9/19-9/23**

- M** IN CLASS: Intro to Haiti, Danticat, *The Dew Breaker*  
HW: Character sketch paragraph
- T** IN CLASS: *The Dew Breaker*  
HW: Come in with 5 vocabulary words from reading: include definition, part of speech and use it in a sentence
- W/TH** IN CLASS: Writing/Vocab, *The Dew Breaker*  
HW: Read Sierra Leone articles (handout)
- F** IN CLASS: Intro to Sierra Leone/ *A Long Way Gone*  
HW: *A Long Way Gone*, to p. 29

**WEEK 3: 9/26-9/30**

- M** IN CLASS: *ALWG*; go over vocab; write hotspots on board and discuss  
HW: *ALWG*, to 57
- T** IN CLASS: *ALWG*  
HW: *ALWG*, to 88
- W** IN CLASS: Writing boot camp  
HW: Study for vocab quiz  
Creative essay #1 due Monday: Personal narrative

**NO CLASS THURSDAY—ROSH HASHANAH**

- F** IN CLASS: Vocabulary quiz; *ALWG*  
HW: *ALWG*, to 120

**WEEK 4: 10/3-10/7**

- M** IN CLASS: Hand in personal narrative drafts; peer edit; *ALWG*  
HW: Revise personal narratives
- T** IN CLASS: Final personal narratives due; *ALWG*

HW: ALWG, to 151  
Bring in 5 vocab words from reading  
**W/TH** IN CLASS: Writing/Vocab  
HW: ALWG, to 178  
**F** IN CLASS: ALWG  
HW: ALWG, to end (p. 218)

**WEEK 5: 10/10-10/14 MIDTERM**

**M** IN CLASS: ALWG/introduce papers  
HW: Decide on topic  
**T** IN CLASS: ALWG wrap up  
HW: Work on papers  
**W/TH** IN CLASS: Writing boot camp  
HW: Finish papers  
**F** IN CLASS: ALWG papers due/peer edit  
HW: Revise papers

**WEEK 6: 10/17-10/21: WELLNESS WEEK/PARENTS' WEEKEND**

**M** IN CLASS: Final ALWG papers due/Intro to *Sold*  
HW: *Sold*, through 37  
**T** NO CLASS 2<sup>nd</sup> Period  
3<sup>rd</sup> Period: *Sold* (HW: through 80)  
**W/TH** IN CLASS: *Sold*  
HW:  
**F** NO CLASS 3<sup>rd</sup> Period  
2<sup>nd</sup> Period: *Sold*  
HW: *Sold*, through 137

**WEEK 7: 10/24-10/29**

**M** NO CLASSES  
**T** IN CLASS: *Sold*  
HW: *Sold*, through 161  
Bring in 5 vocab words you don't know, including two verbs—  
definitions, parts of speech, use in a sentence  
**W/TH** IN CLASS: Writing/vocab  
HW: *Sold*, through 194  
**F** IN CLASS: *Sold*  
HW: *Sold*, to end for Monday  
**S:** 3<sup>rd</sup> Period Only: Writing Boot Camp

**WEEK 8: 10/31-11/4**

**M** IN CLASS: *Sold* wrap-up/introduce paper  
HW: Work on paper  
**T** IN CLASS: TBD

HW: TBD  
**W/TH** IN CLASS: Introduce Salinger/*The Catcher in the Rye*  
HW: Salinger, Chapters 1-3  
**F** IN CLASS: Salinger  
HW: Salinger, Chapters 4-7

**WEEK 9: 11/7-11/11**

**M** IN CLASS: Salinger  
HW: Salinger, Chapters 8-10  
**T** IN CLASS: Salinger  
HW: Salinger, Chapters 11-13  
**W/TH** IN CLASS: Writing/Vocab  
HW: Salinger, Chapters 14-16  
**F** IN CLASS: Salinger  
HW: Salinger, Chapters 17-20

**WEEK 10: 11/14-11-18**

**M** IN CLASS: Salinger  
HW: Salinger, Chapters 21-23  
**T** IN CLASS: Salinger  
HW: Salinger, Chapters 24-26—FOR FRIDAY  
**W/TH** IN CLASS: Writing boot camp  
HW:  
**F** IN CLASS: Finish up Salinger  
HW: HAPPY THANKSGIVING!

**THANKSGIVING RECESS 11/19-11/28**

**WEEK 11: 11/29-12/2**

Final paper due

**WEEK 12: 12/5-9 END OF TERM ASSESSMENT**

Class Reading/Party

2<sup>nd</sup> Period: Friday, 12-1

3<sup>rd</sup> Period: Friday, 9:30-10:30

**12/9-1/4 Have a great winter recess**