|  |  |  |  |
| --- | --- | --- | --- |
| ***WEEK*** | ***DATE*** | ***CLASS*** | ***ASSIGNMENTS*** |
| 1 | 1/13 | Introduction to Course |  |
| 1/14 | Vocabulary Workshop |  |
| 1/15 | *Great Writing* – Unit 1 |  |
| 1/16 | Grammar Review |  |
| 1/17 | Plagiarism Workshop | Online Discussion #1 |
| 2 | 1/20 | **NO CLASS - Holiday** |  |
| 1/21 | Introduction to *Brain on Fire* (*BOF*):Author’s Note & Preface Introduction to Literature Circles |  |
| 1/22 | Literature Circle Practice |  |
| 1/23 | *Great Writing –* Unit 2& Understanding the Writing ProcessInformation about Community Servings |  |
| 1/24 | **Volunteer – Community Servings** |  |
| 3 | 1/27 | *BOF*: Chapter 1Reading Comprehension Quiz | Online Discussion #2 |
| 1/28 | Literature Circles |  |
| 1/29 | Listening Comprehension: Interviews with Susannah Cahalan |  |
| 1/30 | *Great Writing* – Unit 3&4Descriptive Paragraphs and Essays |  |
| 1/31 |  |
| 4 | 2/3 | *BOF:* Chapters 2-6Reading Comprehension Quiz |  |
| 2/4 | Literature Circles |  |
| 2/5 | Listening Comprehension:Episode of *Mystery Diagnosis* |  |
| 2/6 | *Great Writing* – Unit 3&4Descriptive Paragraphs and Essays | Draft of Descriptive Essay Due |
| 2/7 |
| 5 | 2/10 | *BOF:* Chapters 7-10Reading Comprehension Quiz | Online Discussion #3 |
| 2/11 | **Volunteer – Blood Drive** |  |
| 2/12 | Literature Circle |  |
| 2/13 | *Great Writing* – Unit 3&4Descriptive Paragraphs and Essays | Final Descriptive Essay Due |
| 2/14 |
| 6 | 2/17 | **NO CLASS - Holiday** |  |
| 2/18 | *BOF:* Chapters 11-14Reading Comprehension Quiz Literature Circles |  |
| 2/19 | Listening Comprehension: Interview with Franz Wright |  |
| 2/20 | *Great Writing –* Units 3&5Comparison Paragraphs and Essays |  |
| 2/21 |  |
| 7 | 2/24 | *BOF:* Chapters 15-22Reading Comprehension Quiz |  |
| 2/25 | Literature Circles | Online Discussion #4 |
| 2/26 | Listening Comprehension |  |
| 2/27 | *Great Writing –* Units 3&5Comparison Paragraphs and Essays | Draft of Comparison Essay Due |
| 2/28 |
| 8 | 3/3 |  *BOF:* Chapters 23-28Reading Comprehension Quiz |  |
| 3/4 | Literature Circles  |  |
| 3/5 | **Volunteer – Red Cross Food Pantry**  |  |
| 3/6 |  *Great Writing –* Units 3&5Comparison Paragraphs and Essays | Final Comparison Essay Due |
| 3/7 |
| SPRING BREAK |
| 9 | 3/17 |  *BOF:* Chapters 29-34Reading Comprehension Quiz | Online Discussion #5 |
| 3/18 | Literature Circles  |  |
| 3/19 | Listening Comprehension:Episode of *House*  |  |
| 3/20 | *Great Writing* – Units 3&7Classification Paragraphs and Essays |  |
| 3/21 |  |
| 10 | 3/24 |  *BOF:* Chapters 35-41Reading Comprehension Quiz |  |
| 3/25 | Literature Circles  |  |
| 3/26 | No Class – Alternate Blackboard Assignment |  |
| 3/27 |  |
| 3/28 | Draft of Classification Essay Due |
| 11 | 3/31 | *BOF:* Chapters 42-47Reading Comprehension Quiz |  |
| 4/1 | Literature Circles | Online Discussion #6 |
| 4/2 | Listening Comprehension:Patient Stories |  |
| 4/3 | *Great Writing* – Units 3&7Classification Paragraphs and Essays | Final Classification Essay Due |
| 4/4 |
| 12 | 4/7 | *BOF:* Chapters 48-53Reading Comprehension Quiz |  |
| 4/8 | Literature Circles  |  |
| 4/9 | Listening Comprehension:Susannah Cahalan on *Katie Couric*  |  |
| 4/10 | Essay Workshop |  |
| 4/11 | Peer Review: Grammar |  |
| 13 | 4/14 | Grammar Review | Online Discussion #7 |
| 4/15 | Grammar Review |  |
| 4/16 | Listening Comprehension:Perkins School for the Blind |  |
| 4/17 | Peer Review: Grammar |  |
| 4/18 | Final Vocabulary QuizPrepare for Perkins Visit |  |
| 14 | 4/21 | **NO CLASS - Holiday** |  |
| 4/22 | **Volunteer –Perkins School for the Blind** |  |
| 4/23 | Presentations |  |
| 4/24 | Presentations |  |
| 4/25 | Conferences |  |

**Advanced Core Course Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Skill** | **Topics & Materials** | **Assessments** |
| **1** | Reading | * Syllabus Overview
* Needs Assessment
* Annotating a Text
* *Better*, pp. 1 – 10 | Introduction
 | * Introduce Participation
* Introduce Quizzes
 |
| Writing | * Needs Assessment
* Setting Personal Goals
* *Great Essays*, pp. 156-163 | The Writing Process
 | * Introduce Journal
* Journal 1
 |
| Listening/Speaking | * Introductions
* Participating in a Discussion
* Active Listening
 | * Introduce Blackboard
 |
| **2** | **Martin Luther King, Jr. Day Holiday (Monday, Jan . 20)** |
| Reading | * *Better,* pp. 13 - 28 | On Washing Hands
* Acquiring Vocabulary
* Analyzing a Passage
 | * Quiz 1
 |
| Writing | * *Great Essays,* pp. 4-5, 22-34,| Essay Organization
* Summarizing
* Identifying Plagiarism
 | * Journal 2
 |
| Listening/Speaking | * Giving Feedback
* Organizing a Presentation
* Presentation | Martin Luther King, Jr. National Day of Service
 | * Introduce Critical Discussions
* Critical Discussion 1
 |
| **3** | Reading | * *Better,* pp. 29 – 50 | The Mop-Up
* Making Connections
 | * Quiz 2
 |
| Writing | * *Greater Essays,* pp. 14-18 | Prepositions, Articles, Word Forms\*
* *Great Essays*, pp. 181-182 | Paraphrasing and Quoting
 |  |
| Listening/Speaking | * Listening | Podcast | The Eradication of Smallpox
* Delivering a Presentation
 | * Critical Discussion 2
 |
| **4** | Reading | * *Better,* pp. 51 – 69 | Casualties of War
 | * Quiz 3
 |
| Writing | * *Greater Essays*, pp. 29-39 | Process Analysis Essays\*
 | * Journal 3
 |
| Listening/Speaking | * Volunteer at **Community Servings** (Thursday, February 6)
 | * Critical Discussion 3
* **[Feb. 5]** Group 1 Presentation (CS)
 |
| **5** | Reading | * *Better,* pp. 73 – 83 | Naked
 | * Quiz 4
 |
| Writing | * Essay 1 Conferences
* *Greater Essays,* pp. 40-46 | Subject-Verb Agreement, Apostrophes, Word Parts\*
* *Great Essays,* pp. 164–168 | Editing a Piece of Writing
 | * **Essay 1 Due**
 |
| Listening/Speaking | * TED Talk | Abraham Verghese: A Doctor’s Touch
 | * Critical Discussion 4
 |
| **6** | **Presidents Day Holiday (Monday, February 17)** |
| Reading | * *Better,* pp. 84 – 111 |What Doctors Owe
 | * Quiz 5
 |
| Writing | * *Great Essays,* pp. 151, 169 – 171 | Sentence Types
* *Greater Essays,* pp. 184-190 | Sentence Problems: Fragments, Run-ons\*
* Referencing with APA Style
 |  |
| Listening/Speaking | * *TED Talk* | Brian Goldman: Doctors Make Mistakes. Can We Talk About That?
 | * Critical Discussion 5
 |
| **7** | Reading | * *Better*, pp. 112 – 129 | Piecework
 | * Quiz 6
 |
| Writing | * *Great Essays,* pp. 114–130 | Argumentative Essays
* *Greater Essays,* pp. 123–125, 129-130 | Modals, *If* Clauses\*
 | * Journal 4
 |
| Listening/Speaking | * Volunteer at **Red Cross Food Pantry** (Wednesday, February 26)
 | * Critical Discussion 6
* **[Feb. 25]** Group 2 Presentation (RCFP)
 |
| **8** | Reading | * *Better*, pp. 130 – 153 | The Doctors of the Death Chamber
 | * Quiz 7
 |
| Writing | * Essay 2 Conferences
 | * **Essay 2 Due**
 |
| Listening/Speaking | * Interview | Dr. Allen Ault on Death Penalty
 | * Critical Discussion 7
 |
| **Spring Break (Monday, March 10 to Friday, March 14)** |
| **9** | Reading | * *Better,* pp. 154 – 165 | On Fighting
 | * Quiz 8
 |
| Writing | * Greater Essays, pp. 191-198 | Prepositions, Articles\*
 | * Journal 5
 |
| Listening/Speaking | * Midterm Conferences
 | * Critical Discussion 8
* **[Feb. 21]** Group 3 Presentation (FNSP)
* **[Feb. 21]** Group 4 Presentation (BLC)
 |
| **10** | Reading | * *Better,* pp. 169 – 200 | The Score
 | * Quiz 9
 |
| Writing | * *Greater Essays,* pp. 97-99 | Consistent Pronouns & Verb Tense\*
 | * Journal 6
 |
| Listening/Speaking | * Volunteer at **Boston Living Center** (Wednesday/Thursday, March 26/27?)
* Volunteer at **Friday Night Supper Program** (Friday, March 28)
 | * Critical Discussion 9
 |
| **11** | Reading | * *Better*, pp. 201 – 230 | The Bell Curve
 | * Quiz 10
 |
| Writing | * *Great Essays,* pp. 38–49 | Narrative Essays
 | * Journal 7
 |
| Listening/Speaking | * Site Visit: **Isabella Stewart Gardner Museum** (Friday, April 4)
 | * Critical Discussion 10
 |
| **12** | Reading | * *Better,* pp. 231 – 248 | For Performance
 | * Quiz 11
 |
| Writing | * *Great Essays,* pp. 50–54 | Sentence Variety, Adjective Clauses
* Essay 3 Conferences
 | * **Essay 3 Due**
 |
| Listening/Speaking | * Medscape One-on-One Interview | Atul Gawande on the Secrets of a Puzzle-Filled Career
 | * Critical Discussion 11
 |
| **13** | Reading | * *Better*, pp. 249 – 257 | Afterword: Suggestions for Becoming a Positive Deviant
 | * Quiz 12
 |
| Writing | * Reflecting on Service Learning
 | * Journal 8
 |
| Listening/Speaking | * Handling a Q&A
 | * Critical Discussion 12
 |

**LITERATURE CIRCLES**

Literature Circles are a study tool to help students consciously develop the skills necessary to become expert readers as they study a particular text. These circle discussions force students to become active readers and participants.

* Every week, students will meet in literature circles. There will be two groups of 3 students each.
* There are three roles to the literature circles: the Director, the Passage Picker, and the Connector. Students will change roles each week. Each role is explained below. Rubrics for evaluation of each role can also be found below.

**ROLES**

* **Director:** The Director’s job is to develop some good questions (related to the reading) that will be interesting to talk about. This task is to help guide the group to discuss the big ideas of the reading. This is not a quiz – quizzes will have already taken place the day before checking basic reading comprehension. Do not ask easy reading comprehension questions. Instead, ask questions that will lead to a discussion. The director should ask at least 5 questions per discussion. The director will complete the handout for directors before the circle meeting time. He/she may use it during the circle and then submit it to the instructor.
* **Passage Picker:** The Passage Picker’s job is to look through the assigned reading and choose passages (smaller parts of the assigned reading) that are important. It could be a passage that foreshadows something that is about to happen, reveals something about the characters or situations, is especially interesting, or is difficult to understand. The Passage Picker should identify at least 3 passages. The passage picker will complete the handout for passage pickers before the circle meeting time. He/she may use it during the circle and then submit it to the instructor.
* **Connector:** The Connector makes connections between the reading and either other readings, a movie or TV show, something in current news, or something in your life. The connector should make at least 3 connections per assigned reading. The connector will complete the handout for connectors before the circle meeting time. He/she may use it during the circle time and then submit it to the instructor.



**Critical Discussions** **(20%)**

The purpose of Critical Discussions are to allow you opportunities to demonstrate your ability to engage in and co-facilitate a group discussion based on critical responses that you have to our textbook, *Better*. Each week, you will meet within a small group of classmates in order to discuss the main ideas, key details, messages, and connections that come out of each of the chapters of *Better* that we read.

**Procedure**

1. As we read each chapter of our book, you will rotate among four different roles:
	1. Summarizer
		1. This person is responsible for preparing for the group a clear and brief summary of the chapter that provides the starting point for the group discussion.
	2. Word Master
		1. This person is responsible for identifying and explaining five useful words for everyone to learn from this chapter.
	3. Passage Analyzer
		1. This person is responsible for identifying and facilitating discussion around two key passages from the chapter by explaining its meaning, context, and preparing discussion questions.
	4. Connector
		1. This student is responsible for considering the deeper meaning and themes of the chapter, leading the group in making connections, and then preparing discussion questions that help others to also make meaningful connections to the themes of the text.
2. Before the day of the Critical Discussion, you should spend time reviewing the chapter and completing your respective task sheet in a thoughtful way. The time that you devote to thinking deeply in completing the task sheet will ensure you are knowledgeable and well-prepared to make meaningful contributions to the Critical Discussion.
3. On the day of the Critical Discussion, each group will self-facilitate their discussion with each role taking a turn at speaking and contributing what they’ve prepared. Throughout the discussion, you should also remember to demonstrate effective behaviors for group discussions (see grading rubric).
4. After the Critical Discussion, each group member will have the opportunity to evaluate their peers based on their preparation, contribution, and facilitating skills. Peer evaluation scores are strictly *confidential* and should be completed as objectively as possible. The average score given for each student from his/her peers will be worth 5 points of that student’s total 20 points for each week’s discussion.

**Grading**

The Critical Discussions are worth 20% of your overall course grade. At the end of the semester, the average of your weekly scores will be used to represent your performance in Critical Discussions. Your performance each week in the Critical Discussion is worth 20 points, which will be scored as follows:

* Discussion performance (10 points)
* Task sheet completion (5 points)
* Peer evaluation (5 points)

**ASSIGNMENT: COMPARISON ESSAY**

**Assignment:** Write a comparison essay comparing and/or contrasting “sick Susannah” with “healthy Susannah.”

**Purpose:** Comparison is one of the most common rhetorical styles. We actually use compare/contrast strategies daily to evaluate different choices, situations, etc. Being able to coherently organize your thoughts in this manner is essential to academic success.

**Audience:** You should write in the third person (“She”) for this essay. This essay should use formal language. You should avoid using statements in the first person: “I think, I believe, in my opinion,” etc.

**Structure:** When writing your essay, you should consider structure. Your essay must have an introduction with a thesis statement, at least three body paragraphs, and a conclusion. Review Unit 4 in *Great Writing* as needed. In addition, you should follow one organizational style: block or point-by-point.

**Vocabulary:** You should use formal vocabulary. In addition, you should try to include at least **three** of the words from the AWL that we have studied. This word should be used accurately. Please put the word in **bold**.

**Formatting:** Your paragraph should be typed using Microsoft Word. It should be double-spaced, and it should have one-inch margins on all sides. You should include a title for your essay at the top of the page. This essay should be approximately 500 words.

**Deadlines:**

* **Outline:** Friday, March 7 by the end of class (show it to Michelle for approval)
* **First Draft:** Wednesday, March 19 at midnight (via Turnitin on Blackboard)
* **Second Draft:** Monday, March 24 at midnight (via Turnitin on Blackboard)

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| http://global.fncstatic.com/static/managed/img/fn2/video/susannah_cahalan.jpg | http://media.tumblr.com/tumblr_mdhttj7Cdn1qcf88p.png |

**Essay 2 | Argumentative Essay (10%)**

In your second essay, you will write an argumentative essay that persuades your audience to agree with you. The purpose of this assignment is to allow you to demonstrate your understanding and ability to advance an argument, use evidence to support your argument, structure an academic essay, and write following the conventions of Standard English.

Process:

1. Choose ONE of the following topics to write your essay about. Your thesis statement should answer ONE of the following questions.
	1. What is the best way for doctors to correct the mistakes that they make with their patients? Use details and examples from “What Doctors Owe” in *Better* and ONE other source to develop your essay.
	2. Should people choose to become a doctor for altruistic reasons? Use details and examples from “Piecework” in *Better* and ONE other source to develop your essay.
	3. Should doctors participate in executions? Use details and examples from “The Doctors of the Death Chamber” in *Better* and ONE other source to develop your essay.
2. Review the sources for your topic and brainstorm ideas you want to include in your essay.
3. Write an outline in which you write your thesis statement, decide on three reasons that you’ll use to support your argument, and decide on some key evidence that you’ll use.
4. We will complete most of these steps together in class. Here’s our timeline:

|  |  |
| --- | --- |
| **Steps** | **Due Date** |
| 1. Brainstorming, Thesis & Outline
 | Monday, March 3 |
| 1. First Draft
 | Wednesday, March 5 |
| 1. Final Draft
 | Saturday, March 8 @ 3pm |

Requirements:

* Your essay should be 600-700 words long.
* Use a word-processing program (such as Microsoft Word, Pages, Open Office Writer) on a computer to work on all drafts that you submit.
* Take the time to improve your essay during each step of the process listed above.
* Pay careful attention to Blackboard deadlines.

**In this assignment, you’ll be graded on:**

* *Your ability to write an essay with unity. In other words, your thesis statement, topic sentences, and conclusion should all develop one main idea.*
* *Your ability to adequately support your main idea with specific details and well-explained examples.*
* *Your ability to coherently arrange and connect all the ideas in your essay.*
* *Your ability to accurately apply rules of grammar, punctuation, spelling to develop a polished piece of writing.*

*Your active engagement in the writing process. In other words, you should work hard to improve each draft, use feedback well, and give meaningful feedback to peer.*

**COMPOUND AND COMPLEX SENTENCES**

**in *Brain on Fire***

**A.** Identify each sentence as *compound* or *complex*. Add commas as needed.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. That seemed unlikely so I asked for a follow-up appointment for him to spray. (3)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. Normally I would have put the MRI off but today I decided to follow through. (17)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. When my fish and chips came I immediately regretted my order. (20)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. A man to my left lit up a joint and the sweet smell of smoke made me gag. (21)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. While Paul was upstairs talking to Angela I stayed outside. (35)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. As I watched her nibble on her yogurt my stomach churned. (39)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. Since I couldn’t get away I sauntered into the diner in search of coffee and an egg sandwich. (62)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. My face flushed and I started to get dizzy and lightheaded.(63)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 9. After they finished my father motioned for me to follow him out of the apartment.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10. As I stumbled to the bathroom my legs and body just wouldn’t react and I felt as if I were slogging through quicksand. (9)

**B.** Rewrite the complex sentence so the independent clause comes at the beginning of the sentence.

**C.** Find one compound sentence and one complex sentence between pages 75-112.