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2009-10

# It's the Last Year of High School English!

#1 on the “careful what you wish for” list

*delightful* daily assignments from 8/19-9/24

- W** 8/19 “Passive Learners vs. Active Learners”  
Distribute daily assignment sheet and explain its threatening implications  
Discuss elements of grammar and style—why you’re accountable for both this year.  
**Homework:** All of us have had gaps in our education; now is your chance to take inventory and request an opportunity to fill those gaps. Write a one-page response to the question: “What do you NEED to get out of English 12?” Your response will be evaluated on your ability to use specific examples to support your claims and to use the active voice. To receive credit, papers must follow the MLA format and be typed (double-spaced).
- Th** 8/20 Peer review of homework’s style and mechanics  
What you CAN get out of English 12—Scrutinize “Course description, Peeves & Assorted Threats” and parent permission letters  
Take a scrappy quiz on syllabus  
Quack! Vocab list and video#1  
**Homework:** None. However, if your first homework assignment was deemed a train wreck by your peer editor, you can run it one more time through the word processor and submit it on Monday. (Find the passive voice in the above sentence and earn a bonus point on Monday!)  
**DON’T FORGET to bribe your parents into signing the letters!**
- 
- M** 8/24 “Real Writers Use Road Maps”-How to recognize road maps in professional writers’ work and how to use them in yours  
Read and road map “Turn the Page on Teen Literature”  
**Homework:** Read and road map “Life Lessons on the Livingroom Shelf”
- T** 8/25 Daily Grammar Grapplers  
Debrief on homework  
Read “Literature Deepens Public Debate” and write a timed analysis  
Generate some prompts from the articles’ claims  
Practice Speed Prompting—more fun than speed dating!  
**Homework:** Carve out a single page, double spaced response to the query: What’s your personal history of reading? You may focus on any era of your reading adventure ( e.g. learning to read, learning to hate/love to read, joining a book club in Bolivia, etc.)

- 8/27** Share your History of Reading with a few worthy classmates  
Write a couple of roadmaps under the shadow of a stopwatch  
Test drive the roadmaps to check for Claims, Data and Conclusions  
**Homework:** Generate a Brain Purge and study it for Tuesday's timed essay. Consider memorizing an aphorism or two...
- 
- M 8/31** The moment you've been waiting for...Timed Essay #1
- T 9/1** Write Timed Essay #2  
T-Scoring workshop  
QUACK! Vocab list and video #2  
**Homework** Revise one essay (must be word processed and double spaced.) Infuse some QUACK! words for up to 5pts extra credit!) DUE next class.
- Th 9/3** Complete self-reflection sheet and score your revised essay before submitting it  
Distribute "It's All About You!" assignment in preparation for composing your personal statement for colleges and scholarships.  
**Homework:** Complete Assignment #1 from "It's All About You!"—DUE next class!
- 
- M 9/7** **Labor Day Holiday!**
- T 9/8** Collect Assignment #1 from "It's All About You!"  
Read "Marketing Your Product" and beg to differ in a feisty discussion  
**Homework:** Work on Assignment #2 from "It's All About You!"—DUE Monday 9/14!
- Th 9/10** Read some sample personal statements and debrief on why they worked  
Read and discuss some incredible work from Wednesday  
Create a checklist of style and grammar for consideration in assignment #2  
**Homework:** Complete Assignment #2 from "It's All About You!"—DUE Tuesday!
- 
- M 9/14** QUACK! Vocab list and video #3
- T 9/15** Collect Assignment #2 from "It's All About You!"  
Read and prepare Assignment #3 from "It's All About You!"—the presentation  
Read and respond to "The Art of Selling Yourself"  
**Homework:** Complete Assignment #3 from "It's All About You!"—presentations begin next class. Be sure to review the grading criteria in the packet.
- Th 9/17** "It's All About You!"—presentations begin  
**Homework** Begin working on Assignment #4 from "It's All About You!"—personal statements are due Thursday 9/24!
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- M 9/21** “It’s All About You!”—presentations continue  
**Homework:** Continue working on Assignment #4 from “It’s All About You!”—personal statements REALLY are due Thursday 9/24!
- T 9/22** Hear the last of the presentations  
Review grading criteria for personal statement  
Read a few more sample statements from last year  
**Homework:** Complete Assignment #4 from “It’s All About You!” -- personal statements are DUE Thursday 9/24!
- Th 9/24** Assignment #4—personal statements DUE  
Writing Workshop  
**Homework:** If your personal statement was complete and it received editing suggestions that shouldn’t be ignored, you may revise and submit both the old and the new on Monday.

Stay tuned for a new assignment sheet—whoo!

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# Anglo Saxon Raunchy Riddles and Gruesome Gore

- M 9/28 Last call for personal statements!  
Why we can't trust spellcheckers...horror stories and a poem  
Open note Grammar Grappler Quiz!  
**Homework** Type a single page response to the question: What brings out the monster in you? Cite specific causes for your monstrous behavior or attitude.
- T 9/29 Lecture on Anglo Saxons and their values--take Cornell notes!  
√out *Beowulf* books & read first few pages together  
Discuss who/what Grendel might represent...  
**Homework:** read *Beowulf* through p. 56, acknowledging instances of Anglo Saxon values for a **nefarious** quiz next class
- Th 10/1 *Beowulf* reading quiz #1... "Let fate unwind as it must!"  
*Beowulf* lecture/discussion--take **copious** notes!  
Handout "Literary Feat With a Geat" and explain the bluebook midterm  
**Homework:** Continue to **extol** the virtues of the **pugnacious** *Beowulf* by reading through p. 92 of *Beowulf*, by Tuesday 10/6.
- 
- M 10/5 Anglo Saxon Kenning and Riddle activities  
Riddles written in class  
**Homework:** Continue to scrutinize the **brawny, touting, querulous** heroes by reading through p. 92 of *Beowulf*, DUE tomorrow.
- T 10/6 *Beowulf* reading quiz #2... "You could lose more than your arm!"  
Lecture/discussion--take notes!  
**Homework:** Read through p. 121 of the **fecund** and **didactic** text *Beowulf*--DUE Mon 10/12.
- Th 10/8 Quack!—SAT Vocab video #4  
Vocab dialogue activity: "Two Geats walk into a mead hall..."  
**Homework:** Read through p. 121 of the **laudable** *Beowulf*--DUE Monday.
- 
- M 10/12 *Beowulf's* Last Quiz... "And you thought Grendel's mother was bad!"  
*Beowulf*--Last lecture/discussion--take notes!  
**Homework:** Using four separate sheets of paper, briefly (a hearty paragraph will do!) answer each of the four questions found on the Literary Feat with a Geat sheet.

- T 10/13 Read Rousseau's "Social Contract" and augment last night's homework with quotes from Rousseau and *Beowulf*. (if you're finishing this at home, do a GOOGLE search for "text Rousseau Social Contract" and viola! You'll have the complete text.  
Further clarification of bluebook midterm essay  
**Homework:** Re-read your notes, review sections of *Beowulf*, and fish out three quarters from between the couch cushions—tomorrow you're taking your midterm and you must pay .75¢ for the bluebook.
- Th 10/15 Bluebook midterm on *Beowulf*  
New assignment sheets distributed  
**Homework:** None! Don't quell your urge to have a **convivial** weekend!

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## A Literary Feat With a Beat the Beowulf essay

**Witans!** Consider the following prompts as you read and take notes on *Beowulf* and Rousseau's "The Social Contract." ONE of these prompts will appear on your midterm exam. You will be writing an in-class Bluebook essay on **Thursday, October 15th**.

Remember the more specific you can be in your examples and the deeper your analysis—the greater your fame (and your grade).

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Citing examples from your reading, personal observations and/or experiences, consider the following questions...

- 1. To what extent is a society responsible for enabling its enemies?**
- 2. To what extent do a society's enemies reflect that society's values?**
- 3. Once a social contract is broken, does it serve a society best to repair the damage or to sever all ties?**
- 4. Considering the diverse members of any given society, to what extent should their individual needs be the concern of the state?**

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## Getting **Evil** with Grendel

English 12's daily bouts of homework 'til the tofurkey goes in the oven

- M 10/19 ✓ out *Grendel* by John Gardner  
Introduce novel and what to watch for as you read  
Explain the “college simulation” of reading without busy work  
QUACK vocab video #4  
**Homework:** Read *Grendel*
- T 10/20 Return midterms and log essays in portfolio  
Take note of “Seven Deadly Sins of Style and Mechanics”  
Scour essays for the seven deadly mechanical errors and slips in style  
View some Bad “B” movie excerpts from *Beowulf* films  
**Homework:** Read *Grendel*
- Th 10/22 Throw down the grammar gauntlet...It's Grammar Competition Day!  
Insult and compliment each other w/ vocab words for extra credit  
**Homework :** Snuggle up w/ *Grendel* for the weekend—You should be halfway through it by Monday!
- 
- M 10/26 Grammar Grappler Quiz!  
Read *Grendel*
- T 10/27 Visit the computer lab to word –process midterm, correcting mechanical errors and stylistic blunders, modeling some syntactically splendid sentences and infusing SAT vocab for up to 5 pts extra credit.  
**Homework** Finish reading *Grendel*. **Don't forget to complete your local scholarship application too!**
- Th 10/29 “Going for the Look”—is it just to discriminate on the basis of looks?  
A college-reading interlude...  
**Homework :** *Grendel* is growling in pain at the bottom of your backpack—read him!
- 
- M 11/2 Reading quiz on *Grendel*  
Sign up for “evil” proposition on a value line
- T 11/3 Discussion on *Grendel*—take notes to prepare for philosophical chairs  
Explain impending Philosophical Chairs discussion—how to prepare and how to earn credit.  
Read and discuss “Another Glimpse Into the Face of Evil”

**Homework:** Read, “ Staring into the Heart of Darkness” and Prepare notes for Philosophical Chairs discussion (NB these notes are actually a scratchy first draft of your Evil Essay.

Th 11/5 Read “Nonmoral Nature” by Stephen Jay Gould, pp. 415-429 in *A World of Ideas*. Answer questions 4 & 5 under “critical reading”.  
Add to your notes for Philosophical Chairs...  
**Homework** Prepare notes for Philosophical Chairs discussion (NB these notes are actually a scratchy first draft of your Evil Essay.

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M 11/9 Odd Block—no period 2 ☹

T 11/10 Philosophical Chairs  
**Homework** Draft that Evil Essay—drafts MUST be in on MONDAY to receive credit.

**W 11/11 Veterans’ Day—Holiday!**

Th 11/12 Philosophical Chairs ...continued  
**Homework** Draft that Evil Essay—drafts MUST be in on MONDAY to receive credit.

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M 11/16 Evil Essay Drafts DUE!  
Put Evil Essay drafts through “The Gauntlet”—a peer-review experience  
**Homework** Spit polish the final draft of that Evil Essay  
Final drafts are due tomorrow—**Last Day accepted Th 11/ 19--no exceptions!**

T 11/17 EVIL ESSAYS DUE!  
Read and take notes on “The Medieval Period” pp. 31-42 in the Brit Lit text found in class  
Transition to the Medieval Period with the help of Monty Python & a mini-lecture on “chivalry”  
**Homework:** None unless you haven’t finished that Evil Essay Final draft.  
**The Last Day accepted is Th 11/19—no exceptions!**

Th 11/19 Open note quizlet on the Medieval Period  
Read “Sir Gawain and the Green Knight”—in class Chop...chop...view another cheesy excerpt from a bad “B” movie  
**Homework:** Using quack words, write 5 insults and 5 compliments that could be overheard at the Thanksgiving table (e.g. Your manners are so decorous! You deseccrated the bowl of mashed potatoes with the gravy spoon!

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M 11/23 Odd Block—no period 2 ☹

T 11/24 Insult or Compliment Competition Day!  
**Homework:** Use some quack words at the dinner table and be FAT and Happy!!!

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# The Evil Essay

*"He who fights with monsters might take care lest he thereby become a monster. And if you gaze for long into the abyss, the abyss gazes into you." ~ Nietzsche*

## Choose one:

- A. Type a 3-5pp persuasive paper in which you confirm, challenge, or qualify the following statement: **"Evil defines society."** Use specific evidence from your observation, experience, and reading to develop your position.
- B. Type a 3-5pp persuasive paper in which you confirm, challenge, or qualify the following statement: **"It takes evil to defeat evil."** Use specific evidence from your observation, experience, and reading to develop your position.

## In preparation for this assignment you should...

- read** *Beowulf* and John Gardner's *Grendel*
- read and analyze:** "Another Glimpse Into The Face of Evil", "Staring Into the Heart of Darkness," and "Nonmoral Nature"
- consider** using examples from magazines and newspapers that you've read as well
- be prepared to clarify** how you're defining evil early in your essay
- meet the deadlines:**
  - Draft Due Monday 11/16
  - Final Draft Due **Tuesday, Nov 17** (last day accepted Thursday 11/19 by 3pm)

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2009-10

# A Greek Tragedy & a ten-page Term Paper

Can you say “Happy New Year?” ☺

- M** 1/4 Log Machiavelli assignment in portfolio  
Portfolio assessment-- establish target areas for improvement  
Discuss what’s universal about Ol’ Macbeth  
View excerpts from bad B-movie-*Macbeth*-based films  
**Hmk:** Read “Macbeth Droll and Deep Fried” which explains the inspiration and intentions for the film *Scotland PA*. Using a pen, mark lines that address the writer and director, Billy Morrisette’s, intentions.
- T** 1/6 View 1<sup>st</sup> portion of *Scotland PA*— focusing on the particulars of one of the cinematic elements that Morrisette uses to enhance Shakespeare’s original themes( e.g. music, staging, costumes, characterization, situations, lighting, scene splicing, etc.).  
**Homework:** none
- Th** 1/8 Finish viewing *Scotland PA*  
**Homework** TYPE a hearty paragraph in which you analyze HOW the cinematic element adhered to Shakespeare’s original themes and enhanced it. THEN write a second paragraph in which you suggest an additional enhancement of your chosen and explain how it would contribute to the overall impact of the film. (e.g. if you’ve chosen costumes, give a wardrobe suggestion; if you’ve chosen music, suggest a particular song) and explain how it would contribute to the overall impact of the film. Be sure to include WHERE and WHEN your element would be added in the film.
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- M** 1/12 Share hearty paragraphs aloud
- T** 1/13 Why we’re reading *Ajax*  
Read & respond to “Chilling New Translation of Sophocles’ *Ajax*”  
Overview of Synthesis Term Paper assignment—topics and approaches  
20 min video on veteran suicides  
**HMK:** Select a term paper topic and begin browsing the internet (especially *E-Library*, fool!) for sources. Begin to collect information. Begin to read. Begin to synthesize.
- Th** 1/15 Background on the Trojan War, Ajax and Hector—take note!  
Show historically inaccurate scene from *Troy*  
Assign roles and begin collaborative reading of *Ajax*  
**HMK:** Continue collecting information on your chosen topic. Continue reading. Continue synthesizing.
- 
- M** 1/18 **Martin Luther King Jr. Holiday**
- T** 1/19 Must have term paper topic selected.

Mini-quiz on *Ajax*.

Continue reading *Ajax*

**HMK:** Continue reading and researching your topic. Begin to jot down some key points or claims that you'd like to make in your paper.

Ultimately, you'll need approximately 5 claims to sustain an 8-10pp paper.

- T**     **1/21**   Continue reading *Ajax*  
Be prepared to share at least two of your claims about your topic (three for extra credit)  
Take Note of a how to write a rhetorical précis  
**HMK:** Follow the directions on the précis handout and write a précis on one of the articles on your chosen topic.

- 
- M**     **1/25**   Finish reading *Ajax*  
Mini lesson on how to cite a passage from a classical play  
**HMK:** How does the play *Ajax* connect with your chosen term paper topic. Pull a passage from the play. Quote it. Cite it properly. Then analyze it in light of your chosen topic. Conclude this typed, hearty, single-page response by comparing your example from the play to a contemporary example you've encounter in your research. (If done properly, you've just completed a page of your term paper! Only 7 more to go!!)

- T**     **1/26**   Rousing discussion about the play and how it dovetails with your term paper topics. This discussion will be for credit. Come prepared with your homework and your completed collaborative reading sheet.  
**HMK:** a second précis of one of your articles is due next class.

- Th**    **1/28**   Plagiarism Lecture, exercise, and exit quiz.  
**HMK :** Complete works consulted page for term paper DUE MON

- 
- M**     **2/1**     The moment you've been waiting for—the final QUACK! video; the moment W's been waiting for—more insults and compliments!  
(Remember, infuse some QUACK words into your draft for bonus points!)  
**HMK:** Continue drafting your term paper. Remember, each paragraph should stake a claim and provide supporting examples from your reading or research. Don't write your introduction yet--!

- T**     **2/2**     Demo sample “thesis map”  
Read sample synthesis term papers and score sample papers on rubric  
**HMK:** Stop Stalling—draft your paper; **drafts are due next class**

- Th**    **2/4**     Peer review of papers  
Williamson reviews your MLA format/citations—for free! (Such a deal!)  
**HMK:** Polish that term paper,

- 
- M**     **2/8**     Your Glorious Term Papers Are DUE!!!!  
Get Metaphysical...read Genesis and introduce the extra credit world of literary allusions

- T**     **2/9**     **LAST DAY TERM PAPERS ACCEPTED—basketize by 3pm**  
Distribute new assignment sheets and *Frankenstein*.

# Synthesis Term Paper

- Whoooo-hooo! I know you're eager to begin, but you can only write one—so don't embarrass yourself and ask to write more than one paper.
- Your term paper is a synthesis of information and ideas from the play *Ajax* and your extensive research and investigation. The focus of your paper will be your chosen topic NOT the play *Ajax*. The play is simply a common source and a reference point.
- The paper should be **8-10 pages** and follow MLA guidelines. Visit [www.analy.org/debate](http://www.analy.org/debate) and click on Williamson's Web Page. From there, go to the MLA help link—bada bing bada boom—you'll have more help than you know what to do with.
- Hints for organizing and researching this project will be given in class as the dead lines loom.
- Looming deadlines: Draft Due: **Thursday 2/4**. Paper Due: **Monday 2/8**.  
Last day accepted: **Tuesday 2/9 by 3pm**—no exceptions!

List of potential term paper topics related to *Ajax*  
You may craft your own and have it approved by me

## Historical Synthesis

- Hubris—what was it? What is it?
- How did the ancients' provisions for their veterans compare with ours?
- How did the ancients' provisions for their veterans' families compare with ours?
- How did the ancients' perception of mental illness compare with ours?
- How has our treatment of disobedient soldiers evolved?

## Contemporary Issues Synthesis

- Current veterans and post war medical care
- Mental health among veterans
- Suicide among veterans and/or army recruiters
- Impact of "Stop Loss" on military families
- Impact of PTSD on military families
- Stigmas of Mental Illness in the 21<sup>st</sup> century

## Psychological Synthesis

- Post Traumatic Stress Disorder—causes and effects
- Shame and its effect on people who suffer from mental illness
- The dangers of co-dependency in marital relationships
- Why some people find it easier to care for/about animals than humans
- The healing power of ritual
- Should children be spared from viewing/ hearing about family tragedies?
- Suicide— warning signs and prevention

## Philosophical Synthesis

- Aristotle—what is a magnanimous person?

- Kant and Mill— when is destruction of life justified?
- Wiesel— is forgiveness possible in war's aftermath?
- Postmodern philosophers— what is the community's role in healing?

### **The ancient soldier Ajax is alive and still struggling today...**

In fall of 2008, "Ajax in Iraq." Written by Ellen McLaughlin was performed in Harvard Square; in San Diego last month, a dramatic reading of "Ajax" was performed before an audience dominated by 250 marines, and less than a month ago, NPR and the *New York Times* ran stories detailing how Sophocles' play *Ajax* is being used to treat war veterans suffering from Post-Traumatic Stress Disorder.

A recent US congressional hearing estimated that of the 120,000 returning troops, approximately 60,000 are suffering from PTSD; Veterans Affairs states that there are 12,000 annual suicide attempts by veterans within the VA system. These are just the documented cases.

Think an ancient Greek play written over 2400 years ago is irrelevant to our lives? Think again.

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Read the following excerpts from "Chilling New Translation of Sophocles' *Ajax*" by Emily Wilson. This article appeared in the July 21, 2008 edition of *The Nation*. Respond in a hearty paragraph to one of the excerpts. Be sure that your response stakes a claim and contains specific detail.

- a. Human civilization is premised on the idea that human beings should not kill one another. But in war, killing other people must somehow become acceptable--morally, legally and psychologically. One way to achieve this is to imagine the enemy in nonhuman terms. "They," our opponents, must be as unlike us as possible: we can kill them if we see them as demons, foreigners, heretics, dots on the radar screen--or, most common, as animals.
- b. Sophocles' Ajax comments on the hero's crazed attempt to massacre his own comrades in arms: "now it closes hoods the head/theft of feet that can move/to thrash for an oar/dropped from a quick ship." The images of hooded prisoners from Abu Ghraib told us more than we wanted to know about how hard it is to look an enemy in the eye. In medieval and early modern Europe, the executioners and torturers were the ones who wore hoods; in Abu Ghraib, young American soldiers were trussing their victims up to look like the aggressors. But is some kind of blinding--of the enemy, or of oneself--necessary to enable one to kill with a clear conscience? And how do you remove the blindfold when the war is over? The hooding of the head is associated, in Tipton's rendition of the play, with the madness of Ajax, which consists of a failure to tell the difference between animal and human, killer and victim, enemy and friend.
- c. It is ironic, in the classic Sophoclean fashion: Ajax's killing of animals is a mark of insanity--whereas massacring people would have been, supposedly, sane. Throughout the play, Sophocles' focus is not on animals but on people, and on how little control we have over the consequences of our actions.
- d. We are reminded that the notion of death before dishonor is hardly confined to the ancient world. With such an attitude, after any kind of humiliating mistake, how can you ever act like Odysseus: give up, bury the dead and let the troops go home?

# *Metaphysical Meanderings* & *Romantic Reflections*

## Eng 12's daily schedule from 2/8-3/30

- M 2/8 Read Genesis Chapters 2-3(pp. 230-32in textbook) in class  
Respond to "Generating Guesses About Genesis" questions  
**Homework:** Finish questions, if necessary...
- T 2/9 Discuss Genesis  
Introduce Literary Allusions—the perpetual extra credit assignment  
Read excerpt from "Paradise Lost" in textbook pp. 269-276  
Lecture "Forbidden Knowledge from Prometheus to Pleasantville"-take notes!!  
**Homework:** "Hell is a State of Mind..."  
Respond to the following two questions in hearty TYPED paragraphs:
- What, if anything, should be left unknown? (consider whether there is information that you'd rather not know)
  - Should anyone or any institution propose limits on knowledge?
- Th 2/11 Debrief on "Hellish" homework  
Read the "The Rime of the Ancient Mariner" in textbook pp. 443-461.  
Coolidge was *Romantic* --are you? Take a quiz to find out  
"Romanticism" Lecture and assorted readings--take notes!!  
√ out *Frankenstein* books –choose a think tank  
**Homework:** Read Chapters 1-3 *Frankenstein*—DUE\* T 2/ 23
- Ski Weeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeeek !!!**
- M 2/22 Read *Frankenstein*  
Work on Dialectical Journal assignment  
**Homework:** Read Chapters 1-3 *Frankenstein*—DUE\* T 2/ 23
- T 2/23 Quiz on *Frankenstein* Chapters 1-3 & Romanticism  
Lecture on 1st 3 chapters in light of different schools of lit crit  
Explain *Frankenstein* Think Tank Assign—choose a think tank  
**Homework:** Read Chapters 4-6 *Frankenstein* —DUE\* Mon 3/1  
Begin Dialectical Journal & "The Ugly Baby Contest" –bring in your ugliest baby pic and earn extra credit and possibly a prize!... Jackson Stogner won 1<sup>st</sup> place last year and he wasn't even in my class!

\***Note**, when chapters are due, your dialectical journals will be stamped, and you **MAY** encounter a quiz

Th	2/25	View a smidge of “Making of a Monster” Read “Man and Superman” Article Analysis DUE EOP <b>Homework:</b> Finish reading Chapters 4-6 <i>Frankenstein</i> and complete that dialectical journal
<hr/>		
M	3/1	Chapters 4-6 <i>Frankenstein</i> – <b>DUE*</b> Break off into “think tank” groups to compare findings <b>Homework:</b> Read Chapters 7-11 <i>Frankenstein</i> and compile dialectical journal
T	3/2	Lecture/Discussion--take note Begin “Simulating Shelley” exercises in syntax <b>Homework:</b> read Chapters 7-11 <i>Frankenstein</i> — <b>DUE* Th</b>
Th	3/4	Chapters 7-11 <i>Frankenstein</i> — <b>DUE*</b> Lecture/ discussion Think Tank Groups Convene <b>Homework:</b> Finish Chapters 12-19 <i>Frankenstein</i> <b>DUE* Tues</b>
<hr/>		
M	3/8	View the rest of “The Making of a Monster” <b>Homework:</b> Finish Chapters 12-19 <i>Frankenstein</i> <b>DUE* Tues</b>
T	3/9	Chapters 12-19 <i>Frankenstein</i> — <b>DUE*</b> <b>Homework:</b> read Chapters 20-23 <i>Frankenstein</i> <b>DUE* Th</b>
Th	3/11	Chapters 20-23 <i>Frankenstein</i> <b>DUE*</b> lecture/ discussion on Bride of Frankenstein! <b>Homework:</b> Finish Franky by Tues 3/11
<hr/>		
M	3/15	More Frank an’ Film...
T	3/16	MONSTER of a quiz on <i>Frankenstein</i> Lecture/discussion on final chapters Think tank groups meet to pose questions for seminar <b>Homework:</b> each member of the group writes and TYPES 2pp. response to seminar question—outside sources <b>STRONGLY</b> encouraged for those wishing to earn more than a “C”
Th	3/18	Think tanks convene to swap papers(ask marginal questions) and to prepare seminars seminar format/ grading reviewed Teacher demo of a seminar <b>Homework</b> prepare your portion of the seminar
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M	3/22	<i>Frankenstein</i> Think Tank seminar 1 Audience to be graded on listening skills --must be present to win! <b>Homework:</b> Begin reanimating your 2pp paper into a 3-5pp paper with at least one outside source properly documented <b>AND</b> at least 2 simulated sentences underlined— <b>Due Monday 3/29!</b>

- T 3/ 23 *Frankenstein* Think Tank seminars 2 & 3 ( 40 min max each)  
Audience to be graded on listening skills-- must be present to win!  
**Homework:** Continue to labor over your 3-5pp creation—it's DUE Monday 3/29!
- Th 3/25 *Frankenstein* Think Tank seminars 4 & 5 (40 min each--max)  
Audience to be graded on listening skills-- must be present to win!  
**Homework:** Finish your 3-5pp monstrosity.
- 
- M 3/29 *Frankenstein* papers due!  
**(Last day accepted, Tuesday, 3/30, 3pm)**  
Stamped dialectal journals collected for credit  
Ugly Baby Contest-- prizes awarded!
- T 3/30 New assignments sheet distributed