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Greetings, IBsters—

Today we need to make a transition!

Here's the plan:

1. WEDGE—For roughly ten minutes, let's engage in a little metawriting: consider the two Ps (Process and Product) as they relate to the work due today.

2. Debriefing Session on Completing the Instructor Review Draft—The title of the step is pretty clear, eh? We'll make sure that we know how to proceed, if we choose to proceed. Also, I'll suggest an experiment in verb tense. And we'll definitely open up the floor to the questions and concerns that arose as you prepared the IR Draft of the TSPNfaoS.

3. Reading Our Way into a Transition— Now that we've awoken our creative impulses and also gotten our hands firmly on the grips of our analytical tools, there are two types of reading—explanatory and autobiographical-- we must consider in order to wend our way back to the specific assessment demands of the IB curriculum. The order in which you choose to address these readings is up to you.

A. Pulse-raising Elements in the Language A: Literature Guide: This document is posted again to our Moodle site. The following pages are dedicated to the unit to which we fondly refer as “Part 2: Detailed Study”: 6, 15, 18, 24-25, 52-56, 59-61.

B. Nightmare-inducing Portions of the IB Teachers Training Manual: The pages dedicated to training teachers for Part 2 and the IOC are posted as a pdf to our Moodle site. You may ignore the bits dedicated to the Higher Level (HL).

*C. Eh, Some Maya Angelou—*Please reread chapters 3, 16, 19, 23 and 24.

Tappa! Tappa! Tappa!—
Mr Leo

Homework:

1. Complete the reading.
2. After reading the chapters from *I Know Why the Caged Bird Sings*, write critical response paragraphs for the two (2) chapters you have been assigned (see below).

An “A”-quality literary analysis persuasive paragraph

- opens with concise ¶TS that presents an interesting, arguable, and insightful literary analysis claim in the C→E form, in which the “cause” identifies an element or elements of the writing and the “effect” language reveals the results,
- structures the analytical points that support the claim in the ¶TS in a clear, logical manner, usually employing emphatic order,
- proves the analytical points which support the thesis by
 - providing sufficient relevant evidence, and
 - presenting reasoning that explains how the evidence supports the analytical claim,
- frames textual evidence by recounting narrative or dramatic context,
- cites all external evidence appropriately,
- uses an appropriate vocabulary for literary analysis,
- demonstrates the author’s control of the language and ideas throughout,
- adheres to proper MLA manuscript format,
- and contains no grammatical, typographical, or technical errors.

Chapter Assignments

Aly→ 3, 19
Youssef→ 16, 23
Satyam→ 19, 24
Rebecca→ 23, 3
Salma→ 24, 16
Hannah→ 3, 19
Rawie→ 16, 23
Ermeena→ 19, 24

In Kyoung→ 23, 3
Guglielmo→ 24, 16
Alexander→ 3, 19
Babet→ 16, 23
Chang-wook→ 19, 24
Jonas→ 23, 3
Zeina→ 24, 16
Adela→ 3, 19
Martin→ 16, 23