

Academic Year: 2013-2014

Course: Composition II

Instructors: Ms. Bott, Mrs. Ganson, Mr. Hall, Mrs. Brown, and Ms. Ericson

Course Length: Year

Textbook and Materials:

- *Writer's Inc.* by: Patrick Sebranek, Dave Kemper, Verne Meyer
 - Great Source Education Group, Inc. 2001
 - ISBN: 0-669-47164-X
- *Night* by: Elie Wiesel
 - Bantam Books 1960
 - ISBN:0-553-27253-5

3-ring binder and tabs

100 index cards

Course Description:

The goal for English 10 Composition is to improve your persuasive writing skills and your informative speaking skills. Through a variety of activities focused on the Six Traits of writing, quotation sandwich, and the influence of audience and purpose on style and tone, students will practice techniques that will strengthen their confidence as non-fiction essay writers and informative speakers. All final writing projects for major assignments are expected to be of publishable quality. This standard includes typed, double-spaced, proofread drafts according to MLA style with rough draft work included. All speeches are meant to show progress in one's ability to speak in front of his or her peers. Final speeches will be outlined in proper format. Grammar skills will be taught in conjunction with the writing assignments.

NOTE: Most units will require 8-10 class periods, and some will be interwoven throughout the entire semester.

Course Content and Learning Objectives:

Writing Units

1. Paragraph as Sandwich

Students will use a variety of short readings upon which to practice basic analytical writing. The Paragraph as Sandwich method utilizes a simple pattern, which students can build into more complex pieces of writing.

2. Persuasive composition writing

Students will practice various exercises and produce examples of persuasive compositions, such as letters to the editor.

3. Informational Speech Writing

Students will learn the basic informational speech outline, draft an outline, practice speech writing skills, as well as performance skills.

4. Job Skills Preparation

Students will be taught the communication skills necessary to be successful at acquiring their first job, including the proper way to write a resume, fill out a job application, and prepare for an interview by practicing possible responses and dressing appropriately for a professional audience.

5. Researching Basics

Students will be introduced to electronic databases and required to search for information on modern genocides student generated essential questions that relate to this topic.

a. Introduction to Thesis Statements

Students will gain experience with a variety of different writing prompts and learn to create focus thesis statements that guide the organizational focus of their entire essay.

b. Beginnings of MLA Style

Students will learn to follow MLA formatting guidelines for spacing, headers, pagination, and magazine/newspaper article citations.

Interwoven Units

6. Six Traits of Writing Review

Based upon the work already established in previous writing curriculum throughout elementary and middle school, students will review and extend their knowledge and application of the Six Traits language to their own compositions.

7. Audience and Purpose and their effect on Writing Style

Various activities and examinations of sample pieces will reveal to students the importance of addressing audience and purpose when determining the content and style of any piece.

8. Organizational Methods

Students will examine various methods of organization designed to give them a variety of choices when determining the structure of a piece of writing.

9. Examination of Non-Fiction texts

Since reading is an important aspect of writing, various texts will be used to model effective composition strategies, including but not limited to the Holocaust text, *Night*.

10. Vocabulary Skills

Vocabulary will be incorporated throughout the semester to enhance students' word choice in their composition writing. Techniques will be emphasized that teach students how to assimilate new vocabulary according to its part of speech and meaning.

Daily/Weekly Assignments:

Assignments will vary based on the unit of writing the class is currently working toward. Multi-draft essays and a small research paper will be included in the larger assignments. Daily and weekly vocabulary will be evaluated with quizzes and excerpts from the vocabulary books.

Grading Procedures:

Grades are based on cumulative points, not weighting, and points will vary based on assignment.