

Course Title: Fundamentals of Composition

Department: English

Grades: 12 Credits: ½

Course Overview/Description

Fundamentals of Composition is a beginning course in expository writing. Students are required to demonstrate competence in the basic forms of writing. Students read from examples from both nonfiction and fictional works. Oral communication skills are used in discussion. Grammar and usage practice occurs through correction of the student's own weaknesses.

Scope and Sequence

Timeframe	Unit	Instructional Topics
2 weeks	Unit 1- Narration/Description	Reading sample narratives Utilizing Dialogue Effectively Writing a narrative
3Week(s)	Unit 2- Research Project	Reading and organizing resources Writing an MLA formatted essay
2 Week(s)	Unit 3- Comparison/Contrast	Reading a novel Viewing a film version Writing a comparison essay
3 Week(s)	Unit 4-Classification Essay	Defining a topic by its parts
2 Week(s)	Unit 5-Process	Objective Tone in an essay
2 Weeks	Unit 6- Persuasion	Types of Persuasion
2 Weeks	Unit 7. Literary Analysis	Using Textual Evidence Analyzing Literature
ongoing	Unit 8. Quickwrites	Be reflective in your writing Build up writing stamina

UNIT 1: Narrative/Descriptive Writing

Description: The purpose of this unit is to evaluate how people affect our lives. Students will be able to recognize and appreciate through writing about the people who have made a difference in their lives and who continue to influence them today. Students will also be able to reflect on their own personal wellness.

Academic Vocabulary

dialogue, transition, word choice, detail, sentence fluency, first person, thesis statement, conventions, verb tense, and structure.

Essential Standards:W2 Compose writing for a variety of modes to convey ideas--Narrative

W3 Select and utilize tools and strategies to develop effective writing--dialogue

UNIT 2: Research Project

Description: This unit provides the opportunity for students to stay current with what is going on in the world today. As they explore contemporary topics, they will also gain a better understanding of research and properly documenting resources. Students will reflect on global issues. They may also choose to analyze and solve problems.

Academic Vocabulary--

Internal citations, MLA formatting, Database, Works Cited Page

Essential Standards: W7 Conduct short as well as more sustained student-driven inquiry
W8 Gather relevant information from multiple print sources

UNIT 3: Comparison Essay

Description: In this unit students have the opportunity to read a novel of their choice. With the novel they learn the importance of analyzing characters and the plot of the novel. Subjects could include comparisons of characters within the novel, characters of a different novel with the same or different author, plot of a different novel with the same author, plot of a similar novel with a different author, the novel and a movie, or the author and a similar author.

Academic Vocabulary

Plot, Setting, Characterization

Essential Standards:W4 Make intentional and informed decisions about development, organization, and style
L5 Demonstrate appropriate use of conventions

UNIT 4. Classification Essay

Description: Students will write an essay in which things are organized / sorted into categories and the writer of the essay gives examples of the things under each category.

Academic Vocabulary

Classification, Transition

Essential Standards:W2 Compose writing for a variety of modes to convey ideas--Informative
W3 Select and utilize tools and strategies to develop effective writing--Transitions

Learning Targets

UNIT 5. Process Essay

Description: Students will write an essay using the objective format to explain the process used to create a project.

Academic Vocabulary

Objective versus Subjective language

Essential Standards: W6 Use digital technology to produce and publish writing
W4 Make intentional and informed decisions about development, organization, and style

UNIT 6. Persuasive Essay

Description: The purpose of this unit is to investigate persuasive techniques writers use, including that which is used in the media. Students will provide a convincing argument through their own persuasive writing. Students will also use technology to complete their final paper.

Academic Vocabulary

Rhetoric, Logical Fallacies, Ethos, Logos, pathos

Essential Standards: W2 Compose writing for a variety of modes to convey ideas--Argumentative
W3 Select and utilize tools and strategies to develop effective writing--Word Choice

UNIT 7. Literary Analysis

Description: A literary analysis carefully examines a text, or one element of a text, such as character, setting, plot or theme of a story.

Academic Vocabulary

Setting, Character, Plot, Theme, Textual Evidence

Essential Standards: R1 Read closely to determine what the text says and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

R2--Summarize key ideas and details in order to identify central ideas and themes of a text and analyze their development

Learning Targets

UNIT 8. Quickwrites

Description: Journaling throughout the term on topics being studied will help students with their larger essays. This writing process will also help students to be more reflective in their own progress as writers and will essentially prepare them for the final portfolio process

Academic Vocabulary

Writing Stamina; Reflective Writing

Essential Standards:W1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of purposes and audiences

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