

# Cornwall-Lebanon School District Curriculum Overview

## English Composition 101 Honors, Grade 12

All assignments and objectives are taken from the St. Martin's Guide to Writing, 10<sup>th</sup> edition.

| 18<br>length of<br>time<br>in weeks | Concepts & Competencies   | Common Assessments   | Academic Standards<br>(PA Core if<br>applicable)   |
|-------------------------------------|---|--|--|
| Unit 1<br><br>3                     | <u>Remembered Event</u><br>Students will write an essay about an event in their life that will engage readers and that will, at the same time, help them understand the significance of the event   | ➤ Students will use elements and phases of the writing process to compose a final essay. | CC.1.2.11-12.D<br>CC.1.3.11-12.C                   |
| Unit 2<br><br>3                     | <u>Narrative &amp; Descriptive Writing Skills</u><br>Students will learn the basic tenets of narrative and descriptive writing skills and how these skills can be applicable to academic writing situations.  | ➤ Ekphrasis writing  | CC.1.3.11-12.E                                     |
| Unit 3<br><br>3                     | <u>Profile</u><br>Students will write a profile of an intriguing person, a group of people, a place, or an activity in their community. Students will be able to conduct field research and interviews as part of research for this assignment.   | ➤ Students will use elements and phases of the writing process to compose a final essay. | CC.1.2.11.-12.F<br>CC.1.3.11-12.A                  |
| Unit 4<br><br>3                     | <u>Concept</u><br>Students will write an essay explaining an important and interesting concept, one they know well or are just learning about. Students will gain understanding that concept writing is the basis for most academic work.   | ➤ Students will use elements and phases of the writing process to compose a final essay. | CC.1.2.11-12.K                                     |
| Unit 5<br><br>3                     | <u>Interpreting Stories</u><br>Students will write an essay analyzing one or more aspects of a short story. The aim is to convince readers that the analysis is interesting and contributes to the conversation about the story. Reinforces the notion that academic writing is an ongoing conversation and dialogue. | ➤ Students will use elements and phases of the writing process to compose a final essay. | CC.1.2.11-12.E<br>CC.1.3.11-12.B<br>CC.1.3.11-12.D |
| Unit 6<br><br>3                     | <u>Argument</u><br>Students will learn the fundamentals of academic argument, differing between elements of persuasion and argument by utilizing the rhetorical situation. Students will write an essay   | ➤ Students will use elements and phases of the writing process to compose a final essay. | CC.1.2.11-12.G                                     |

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|--|---|--|-----------------------|
|  | <p>arguing a controversial position, starting with using research skills employing scholarly material, the debate surrounding it, and then taking a position. They are to present the issue to readers so that merits of the argument, develop a well-supported thesis, that will confirm, challenge, or change the view point of the audience.</p> |  |                       |
| <p>Unit 7</p> <div data-bbox="268 326 338 391" style="border: 1px solid red; border-radius: 5px; padding: 2px; display: inline-block;">2</div> | <p style="text-align: center;"><b><u>Research &amp; Conventions of Academic Writing</u></b></p> <p>This is an ongoing supplement to the course that focuses on the conventions specific to academic writing and what it means to research in databases, introduction to scholarly material, handling of such material, etc.</p>                     | <ul style="list-style-type: none"> <li>➤ Zombie &amp; Superheroes Research Assignment</li> </ul> | <p>CC.1.4.11-12.V</p> |