

2007-2008 Course Syllabus

Course: **Composition**  
Instructor: **Amy Goede**

Textbooks: *Writers Inc.*  
**WLHS Stylebook**

Supplemental Reading: **Of Mice and Men**

Purpose:

**The purpose of this course is to incorporate into the student's personal and academic life the ability to communicate through personal expression as well as through academic analysis using the writing process. These skills will prepare the student for the various kinds of writing demands he/she will encounter in his/her academic, vocational, personal, and spiritual life.**

Outcomes:

**The student will be expected to . . .**

- 1. evaluate the importance of correctness in writing while defining the mechanics of the English language and incorporating them into writing.**
- 2. use available technology to combine and compose effective sentences that express honest writing.**
- 3. evaluate sentences and recommend revisions, working independently and in groups.**
- 4. execute effective Christian, constructive criticism and implement it when receiving it from peers.**
- 5. illustrate a deeper understanding of the writing process by gathering, synthesizing, and analyzing relevant information and composing a well-organized essay.**
- 6. compose a well-organized paper incorporating the use of research skills, evaluation of sources, and review of organizational skills.**
- 7. compose writing that allows free expression of unique viewpoints reflecting values of a disciple of Christ.**
- 8. analyze literature in order to effectively summarize significant ideas and events from the story**

Course outline:

**UNIT 1: Collins 5 Types of Writing**

- **Demonstrate knowledge of the Collins method through frequent freewrites (type 1) and quizzes (type 2)**
- **Practice types 3 and 4 writing through an introductory piece that also allows students to get to know one another creating a community of writers**
- **Recognize that there are different purposes for writing and learning those purposes and how to write for**

**different situations better prepares you to compose writing with confidence**

Days necessary: 6 + ongoing use throughout the course

School outcomes: 3, 4, 6

Department outcomes: 1.1, 1.4, 2.1, 3, 5

Wisconsin State Standards: B.12.1, B.12.2, D.12.1, D.12.2, E.12.1

**UNIT 2: Spiritual Journal**

- **Implement freewriting as means of reflection on the daily chapel**
- **The Spiritual journal will serve two purposes: most importantly, as a tool for the students' individual spiritual growth but also as a brainstorming source for a later paper.**

Days necessary: Ongoing with checkpoints at midterm and quarter

School outcomes: 1, 2, 3, 4

Department outcomes: 1.1, 2.1, 2.7, 2.8, 3, 4.4, 5.1, 5.2, 5.3, 5.4

Wisconsin State Standards: A.12.3d, A.12.4c, B.12.2c, C.12.2, D.12.1, D.12.2

**UNIT 3: Vocabulary Cards**

- **Demonstrate comprehension of vocabulary found in the content of the course**
- **Demonstrate comprehension of the academic vocabulary used throughout the course**

**Source:** *The Academic Word List* Averil Coxhead  
"Vocabulary Cards" John J. Collins, Ed.D.

Days necessary: 3 + student's own work time

School outcomes: 4, 6

Department outcomes: 1.1, 2.1, 2.4, 2.6, 2.8, 2.9, 3, 5

Wisconsin State Standards: D.12.1, D.12.2

**UNIT 4: Of Mice and Men and summarizing**

- **Analyze literature to make personal connections to the story and to discover the message of the story**
- **Use sentence variety and standard paragraph structure to compose summaries of key points of the book**
- **Through class discussion and reflective writing, critique the actions of the characters in light of the truths of God's Word**

Days necessary: 12

School outcomes: 2, 3, 4, 6

Department outcomes: 1.1, 2, 3, 4, 5

Wisconsin State Standards: A.12.1, A.12.2, A.12.3, A.12.4, B, D.12.1, D.12.2, E.12.1

**UNIT 5: Research Essay**

- **recognize worthwhile research skills and execute these skills effectively**

- **compose an essay by focusing acquired information and implementing information from outside sources**
- **apply knowledge of writing process, correctness in writing, and essay structure**

**Source:** **A Survivor's Guide to the Research Paper: Five Structured Assignments to Lead Students through their First Research Paper** by John J. Collins, Ed.D.

Days necessary: 14

School outcomes: 2, 3, 4, 6

Department outcomes: 1.1, 2, 3, 4.1, 5

Wisconsin State Standards: A.12.1, A.12.4, B, D.12.1, E.12.1, F.12.1

### **UNIT 6: Chapel Reflection**

- **Synthesize ideas from reflective Spiritual Journal into a letter that discusses a meaningful chapel with the chapel presenter**
- **Implement Collins' Type 5 writing style by revising the letter into a publishable form, meaning it is presentable for an audience outside the classroom**
- **Demonstrate knowledge of structure and grammar through the type 5 process**

Days necessary: 6

School outcomes: 2, 3, 4, 6, 7

Department outcomes: 1.1, 1.3, 1.4, 2, 3, 4, 5

Wisconsin State Standards: B.12.1, B.12.2, B.12.3, C.12.2, D.12.1, D.12.2, E.12.1a, E.12.5

### **UNIT 7: Personal writing, Memoir**

- **implement the five types of writing for personal writing**
- **determine vivid language choices and implement them in their work**
- **demonstrate ability to express values of a disciple of Christ**

Days necessary: 7

School outcomes: 3, 6

Department outcomes: 1.1, 2.1, 2.7, 3.2, 3.3, 5

Wisconsin State Standards: B, D.12.1, E.12.1

### **UNIT 8: Personal writing, Scripture Reflection**

- **demonstrate ability to express values of a disciple of Christ**
- **apply principles of Scripture to a student's own circumstances**
- **implement the five types of writing for personal writing**

Days necessary: 5

School outcomes: 2, 3, 6

Department outcomes: 1.1, 1.4, 2.1, 2.5, 2.7, 3.1, 3.3, 5

Wisconsin State Standards: B, D, E.12.1

## **UNIT 9: Reading to Write**

- **apply literature to self**
- **differentiate between and evaluate diversified writing styles**
- **demonstrate Christian discernment while discussing and reflecting on the challenges of living in a secular society**
- **apply 1 John 2:15 and Colossians 2:20 to their assessment of the lives of the characters in literature**

Days necessary: 8

School Outcomes: 3, 4, 6

Department Outcomes: 1.1, 2.3, 2.5, 2.6, 2.7, 2.8, 3.1, 3.2, 3.3, 4, 5.1, 5.2, 5.3, 5.4

Wisconsin State Standards: A, D

## **UNIT 10: Creative Writing, Short Story and Poetry**

- **demonstrate ability to express values as a disciple of Christ**
- **recognize and implement rich detail and vivid language choices in a short story**
- **craft expressive poetry that demonstrates the value of imagery and word economy**
- **identify what they learned about writing through class reading of fiction and highlight that knowledge in own writing**

Days necessary: 11

School Outcomes: 3, 4, 6

Department Outcomes: 1.1, 1.4, 2.6, 2.7, 2.8, 3, 5

Wisconsin State Standards: B, D, E.12.1

## **UNIT 11: Letter to Next Year's Teacher**

- **assess learning**
- **verbalize knowledge of core language skills**
- **demonstrate knowledge of organization and grammar through type 5 writing**

Days necessary: 4

School Outcomes: 2, 3, 4, 6

Department Outcomes: 1.1, 1.4, 2.1, 2.4, 2.8, 2.9, 3, 5

Wisconsin State Standards: B, D, E.12.1

Instructional Strategies: **Lecture—20%**  
**Independent Work—40%**  
**Class discussion—15%**  
**Small group work—15%**  
**One-on-one instructional time—10%**

Grading system: **Essays—70% of final grade**  
**Daily assignments/quizzes—30%**

## APPENDIX

English Department Outcomes/Wisconsin State Standards

Course: Composition

Instructor: Mrs. Amy Goede

### **English Department Outcomes**

#### Unit 1: Collins 5 Types of Writing

- 1.1 Write clearly and with purpose
- 1.4 Contribute constructively to group processes
- 2.1 Exercise independent judgment
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

#### Unit 2: Spiritual Journal

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 4.4 Evaluate the artist's message in light of Scripture's truths
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work

#### Unit 3: Vocabulary Cards

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgement
- 2.4 Access and use relevant information
- 2.6 Identify and evaluate alternatives/options
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

#### Unit 4: Of Mice and Men and summarizing

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.2 Detect logical fallacies
- 2.3 Distinguish truth from propaganda
- 2.4 Access and use relevant information
- 2.5 Seek out and evaluate multiple points of view
- 2.6 Identify and evaluate alternatives/options
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 4.1 Recognize explicit and implicit values in all forms of media
- 4.2 Apply aesthetic values to the message they see and hear
- 4.3 Appropriately identify the artist's message in his or her work
- 4.4 Evaluate the artist's message in light of Scripture's truths
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress

#### Unit 5: Research Essay

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.2 Detect logical fallacies
- 2.3 Distinguish truth from propaganda
- 2.4 Access and use relevant information
- 2.5 Seek out and evaluate multiple points of view
- 2.6 Identify and evaluate alternatives/options
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 4.1 Recognize explicit and implicit values in all forms of media
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

#### Unit 6: Chapel Reflection

- 1.1 Write clearly and with purpose
- 1.3 Actively listen to interpret and evaluate spoken messages
- 1.4 Contribute constructively to group processes
- 2.1 Exercise independent judgment
- 2.2 Detect logical fallacies
- 2.3 Distinguish truth from propaganda
- 2.4 Access and use relevant information
- 2.5 Seek out and evaluate multiple points of view
- 2.6 Identify and evaluate alternatives/options

- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 4.1 Recognize explicit and implicit values in all forms of media
- 4.2 Apply aesthetic values to the message they see and hear
- 4.3 Appropriately identify the artist's message in his or her work
- 4.4 Evaluate the artist's message in light of Scripture's truths
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

#### Unit 7: Personal writing: Memoir

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.7 Apply Christian discernment
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

#### Unit 8: Personal writing: Scripture Reflection

- 1.1 Write clearly and with purpose
- 1.4 Contribute constructively to group processes
- 2.1 Exercise independent judgment
- 2.5 Seek out evaluate multiple points of view
- 2.7 Apply Christian discernment
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

#### Unit 9: Reading to Write

- 1.1 Write clearly and with purpose
- 2.3 Distinguish truth from propaganda
- 2.5 Seek out and evaluate multiple points of view
- 2.6 Identify and evaluate alteranatives/options
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress

- 4.1 Recognize explicit and implicit values in all forms of media
- 4.2 Apply aesthetic values to the message they see and hear
- 4.3 Appropriately identify the artist's message in light of Scripture's truths
- 4.4 Evaluate the artist's message in light of Scripture's truths
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work

#### Unit 10: Creative Writing, Short Story and Poetry

- 1.1 Write clearly and with purpose
- 1.4 Contribute constructively to group processes
- 2.1 Exercise independent judgment
- 2.6 Identify and evaluate alternatives/options
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

#### Unit 11: Letter to Next Year's Teacher

- 1.1 Write clearly and with purpose
- 1.4 Contribute constructively to group processes
- 2.1 Exercise independent judgement
- 2.4 Access and use relevant information
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

### **Wisconsin State Standards**

#### Unit 1: Collins 5 Types of Writing

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication

- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

Unit 2: Spiritual Journal

- A.12.3d Identify philosophical assumptions and basic beliefs underlying selected texts
- A.12.4c Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest
- B.12.2c Given a written assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose
- C.12.2 Listen to, discuss, and comprehend oral communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations and learn to be flexible and responsive in their use of English

Unit 3: Vocabulary Cards

- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations and learn to be flexible and responsive in their use of English

Unit 4: Of Mice and Men and summarizing

- A.12.1 Use effective reading strategies to achieve their purposes in reading
- A.12.2 Read, interpret, and critically analyze literature
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- A.12.4 Students will read to acquire information
- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations and learn to be flexible and responsive in their use of English
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

Unit 5: Research Essay

- A.12.1 Use effective reading strategies to achieve their purposes in reading
- A.12.4 Students will read to acquire information
- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- E.12.1 Use computers to acquire, organize, analyze, and communicate information
- F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

### Unit 6: Chapel Reflection

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- C.12.2 Listen to, discuss, and comprehend oral communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English
- E.12.1 Use computers to acquire, organize, analyze, and communicate information
- E.12.5 Analyze and edit media work as appropriate to audience and purpose

### Unit 7: Personal writing: Memoir

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

### Unit 8: Personal writing: Scripture Reflection

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

### Unit 9: Reading to Write

- A.12.1 Use effective reading strategies to achieve their purposes in reading
- A.12.2 Read, interpret, and critically analyze literature
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English

### Unit 10: Creative Writing, Short Story and Poetry

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing

- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

Unit 11: Letter to Next Year's Teacher

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English
- E.12.1 Use computers to acquire, organize, analyze, and communicate information