

2005-2006 Course Syllabus

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

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

Supplemental Reading: ***Of Mice and Men* by John Steinbeck**
Selected short stories

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 an essay that effectively analyzes a piece of literature and includes direct support and quotations from the piece.**
- 8. compose writing that allows free expression of unique viewpoints reflecting values of a disciple of Christ.**

Course outline:

- UNIT 1: Correctness in writing and paragraph structure**
- **define and integrate grammar skills to make own writing technically skillful**
 - **define and incorporate correct sentence structure into own writing with an emphasis on evaluating sentences in own work and the work of their peers**

- describe and implement accurate paragraph structure into own writing with an emphasis on unity and coherency

Source: *Writers Inc.*
41-68, 71, 73, 83, 84, 96, 99, 104, 455-500, 521, 526-528

Days necessary: 6

School outcomes: 3, 6
Department outcomes: 1.1, 2.1, 3.1, 3.3, 5
Wisconsin State Standards: B, D.12.1

UNIT 2: Formal essay structure

- develop and incorporate thesis sentences into own writing
- create and integrate topic sentences and closing sentences into own writing with an emphasis on cohesiveness
- describe the parts of the formal essay structure and organize own writing based on this structure
- identify transitions and implement them into own writing
- define parallelism and demonstrate in own writing an understanding of the concept
- apply knowledge of writing process and writing correctly in composition of formal essay

Source: *Writers Inc.*
41-68, 106, 118-119, 249, 455-500, 521, 526-528

Days necessary: 7

School outcomes: 2, 3, 4, 6
Department outcomes: 1.1, 2.1, 2.6, 2.8, 3.1, 3.2, 3.3, 3.4, 5
Wisconsin State Standards: B, D.12.1, E.12.1

UNIT 3: Introduction to Research

- 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: *Writers Inc.* 41-68, 106, 245-283, 455-500, 521, 526-528

Days necessary: 17

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 4: Personal and creative writing

- define and identify "good writing"
- recognize and implement the writing process in own writing
- determine vivid language choices and implement those in own writing
- define synthesis and demonstrate in own writing an understanding of the concept
- demonstrate ability to express values of a disciple of Christ

Source: *Writers Inc.* 41-68, 106, 125-132, 238

Days necessary: 18

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 5: Literary Analysis

- distinguish authors' uses of literary techniques to develop meaning in their stories
- differentiate between summary and analysis in writing about literature
- effectively implement quotations and citations from stories as support for own analysis

Source: *Of Mice and Men*

Selected short stories from *The Language of Literature*
Writer's Inc.

41-68, 106, 227-232

Days necessary: 34

School outcomes: 2, 3, 4

Department outcomes: 1.1, 1.4, 2, 3.1, 4, 5

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

UNIT 6: Independent reading

- identify and implement new vocabulary
- apply literature to self
- differentiate between and evaluate diversified writing styles

Source: selected, approved literature from library

Days necessary: 12

School outcomes: 2, 3, 4, 5

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

Instructional Strategies:

- Lecture—20%**
- Independent Work—35%**
- Class discussion—20%**
- Small group work—25%**

Grading system:

- Essays—70% of final grade**
- Reading—20% of final grade**
- Daily assignments/quizzes—10%**

APPENDIX

English Department Outcomes/Wisconsin State Standards
Course: Composition
Instructor: Mrs. Amy Goede

English Department Outcomes

Unit 1: Correctness in writing and Paragraph Structure

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 3.1 Assume responsibility for their own learning
- 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 2: Formal Essay Structure

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.6 Identify and evaluate alternatives/options
- 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
- 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 3: Introduction to Research

- 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 4: Personal and Creative Writing

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.7 Apply Christian discernment
- 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 5: Literary Analysis

- 1.1 Write clearly and with purpose
- 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
- 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 6: Independent Reading

- 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 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
- 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

Wisconsin State Standards

Unit 1: Correctness in writing and Paragraph Structure

- 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

Unit 2: Formal Essay Structure

- 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 3: Introduction to Research

- 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 4:

- 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 5:

- 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 6:

- 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