

---

# Advanced Composition

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District  
Curriculum Guide

**Advanced Composition**

**Prerequisite:**

- Successful completion of English I and II

The Advanced Composition Course is intended for college bound eleventh and twelfth grade students who have a solid grasp of expository and persuasive writing. The Advanced Composition Course focuses critical reading and analysis and on developing and supporting a thesis in an organized format beyond the five paragraph essay. This course requires students to communicate effectively through various types of written discourse emphasizing appropriate style and voice as well as the conventions of standard English and citation. The course also requires students to analyze, generate and edit pieces of written work that parallel pre-collegiate and collegiate level assignments.

**Scranton School District  
Curriculum Guide**

Year-at-a-glance

<b>Subject: Advanced Composition</b>	<b>Grade Level: 11<sup>th</sup> or 12<sup>th</sup></b>	<b>Date Completed: 2/5/2017</b>
--------------------------------------	--	---------------------------------

**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Introduction to the Four Modes of Writing	Teacher Notes Model Texts	CC.1.4.11-12.D, E, F, T, U, X
Introduction to the Six Traits of Writing	<i>A Reader's Guide to College Writing</i> Chapters 17-18 Six Traits Writing Rubric Notes on Six Traits Model Essays	CC.1.4.11-12.D, E, F, T, U, X
Reading Like a Writer	<i>A Reader's Guide to College Writing</i> Chapter 1 <i>Patterns</i> Chapter 1 Model Essays	CC.1.2.11-12.B, E, G, K, L
The Writing Process	<i>A Reader's Guide to College Writing</i> Chapters 12-14 <i>Patterns</i> Chapters 2-5 Model Essays	CC.1.4.11-12.T
Narration	<i>A Reader's Guide to College Writing</i> pp.55-60 <i>Patterns</i> Chapter 6 Model Essays	CC.1.4.11-12.M, N, O, P, Q, R
Peer Workshop / Using Google Docs	Peer Workshop Guides Google Docs	CC.1.4.11-12.T, U
Description	<i>Patterns</i> Chapter 7 Model Essays	CC.1.4.11-12.M, N, O, P, Q, R
Exemplification	<i>Patterns</i> Chapter 8 Model Essays	CC.1.4.11-12.A, B, C, D, E, F
Reflective Writing	Reflective Writing Assignments	CC.1.4.11-12.T
Building a Portfolio	Writing Portfolio Assignment	CC.1.4.11-12.U

Scranton School District  
Curriculum Guide

2<sup>nd</sup> Quarter

Topic	Resources	Standards
Process	<i>Patterns</i> Chapter 9	CC.1.4.11-12.A, B, C, D, E, F
Comparison and Contrast	<i>Patterns</i> Chapter 11	CC.1.4.11-12.A, B, C, D, E, F
Cause and Effect	<i>Patterns</i> Chapter 10	CC.1.4.11-12.A, B, C, D, E, F
Definition	<i>Patterns</i> Chapter 13	CC.1.4.11-12.A, B, C, D, E, F

**Scranton School District  
Curriculum Guide**

**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
Tools of Rhetoric	Commercials Print Ads	CC.1.4.11-12.G, H, I, J, K, L, W, X
Logical Fallacies	<i>A Reader's Guide to College Writing</i> Chapter 6	CC.1.4.11-12.I, J
Argumentation	<i>A Reader's Guide to College Writing</i> pp.55-60 <i>A Reader's Guide to College Writing</i> Chapters 7-9 <i>Patterns</i> Chapter 14	CC.1.4.11-12.G, H, I, J, K, L, W, X
Literary Analysis	<i>A Reader's Guide to College Writing</i> Chapters 10-11	CC.1.4.11-12.S, U, V, W, X

**Scranton School District  
Curriculum Guide**

**4<sup>th</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Literary Analysis	Teacher-selected Novel or Play	CC.1.4.11-12.S, U, V, W, X
Composing a Research Paper	<i>A Reader's Guide to College Writing</i> Chapters 15-16	CC.1.4.11-12.A, B, C, D, E, F, T, U, V, W, X
Final Exam and Review	Culminating Project	

**Scranton School District  
Curriculum Guide**

<b>General Topic</b>	<b>Academic Standard(s)</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time</b>
<b>Quarter 1: The Four Modes of Writing</b>	CC.1.4.11-12.D, E, F, T, U, X	<ul style="list-style-type: none"> <li>• mode</li> <li>• narration</li> <li>• description</li> <li>• persuasion</li> <li>• exemplification</li> </ul>	Model Texts  Teacher Notes	Teacher-created tests, quizzes, etc.	1 Day
<b>Introduction to the Six Traits of Writing</b>	CC.1.4.11-12.D, E, F, T, U, X	<ul style="list-style-type: none"> <li>• content</li> <li>• organization</li> <li>• word choice</li> <li>• voice</li> <li>• style</li> <li>• sentence fluency</li> <li>• conventions</li> <li>• presentation</li> </ul>	<i>A Reader's Guide to College Writing</i> Chapters 17-18  Six Traits Writing Rubric Notes on Six Traits Model Essays	Teacher-created tests, quizzes, etc.	2 Days
<b>Reading Like a Writer</b>	CC.1.2.11-12.B, E, G, K, L	<ul style="list-style-type: none"> <li>• annotate</li> </ul>	<i>A Reader's Guide to College Writing</i> Chapter 1  <i>Patterns</i> Chapter 1  Model Essays  Student-selected Texts	Teacher-created tests, quizzes, etc.	4 Days

**Scranton School District  
Curriculum Guide**

<b>The Writing Process</b>	CC.1.4.11-12.T	<ul style="list-style-type: none"> <li>• brainstorming</li> <li>• prewriting</li> <li>• drafting</li> <li>• editing</li> <li>• proofreading</li> <li>• revision</li> <li>• purpose</li> <li>• audience</li> <li>• freewriting</li> <li>• clustering</li> <li>• informal outline</li> <li>• thesis statement</li> </ul>	<i>A Reader's Guide to College Writing</i> Chapters 12-14 <i>Patterns</i> Chapters 2-5 Model Essays	Teacher-created tests, quizzes, etc.	2 Days
<b>Narration</b>	CC.1.4.11-12.M, N, O, P, Q, R	<b>Six-Trait Focus: Voice</b> <ul style="list-style-type: none"> <li>• narration</li> <li>• chronological order</li> <li>• flashback</li> <li>• verb tense</li> <li>• transition</li> <li>• cliché</li> </ul>	<i>A Reader's Guide to College Writing</i> pp.55-60 <i>Patterns</i> Chapter 6 Model Essays	Narrative Essay	8 Days
<b>Peer Workshop</b>	CC.1.4.11-12.T, U		Peer Workshop Guides Google Docs	Peer Workshop Forms	2 Days
<b>Reflective Writing</b>	CC.1.4.11-12.T		Reflective Writing Assignment Guide	Reflective Essay	2 Days

**Scranton School District  
Curriculum Guide**

<b>Description</b>	CC.1.4.11-12.M, N, O, P, Q, R	<b>Six-Trait Focus: Word Choice</b> <ul style="list-style-type: none"> <li>• description</li> <li>• objective description</li> <li>• subjective description</li> <li>• connotation</li> <li>• denotation</li> <li>• implied thesis</li> <li>• explicit thesis</li> </ul>	<i>Patterns</i> Chapter 7 Model Essays	Descriptive Essay	10 Days
<b>Exemplification</b>	CC.1.4.11-12.A, B, C, D, E, F	<b>Six-Trait Focus: Content</b> <ul style="list-style-type: none"> <li>• exemplification</li> <li>• chronologically</li> <li>• order of importance</li> <li>• order of increasing complexity</li> </ul>	<i>Patterns</i> Chapter 8 Model Essays	Exemplification Essay	10 Days
<b>Teacher Conferencing/ Building a Writing Portfolio</b>	CC.1.4.11-12.T, U		Writing Portfolio Assignment	Student Portfolio	4 Days

**Scranton School District  
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Quarter 2: Process</b>	CC.1.4.11-12.A, B, C, D, E, F	<b>Six-Trait Focus: Organization</b> <ul style="list-style-type: none"> <li>• process explanation</li> </ul>	<i>Patterns</i> Chapter 9 Model Texts Teacher Notes	Teacher-created tests, quizzes, etc.  Process Essay	10 Days
<b>Comparison and Contrast</b>	CC.1.4.11-12.A, B, C, D, E, F	<b>Six-Trait Focus: Sentence Fluency</b> <ul style="list-style-type: none"> <li>• comparison and contrast</li> <li>• evaluate</li> <li>• point-by-point comparison</li> <li>• transitional paragraph</li> </ul>	<i>Patterns</i> Chapter 11 Model Essays Student-selected Texts	Teacher prepared tests, quizzes, etc.  Compare/Contrast Essay	10 Days
<b>Cause and Effect</b>	CC.1.4.11-12.A, B, C, D, E, F	<b>Six-Trait Focus: Conventions</b> <ul style="list-style-type: none"> <li>• cause and effect</li> <li>• main cause</li> <li>• contributory cause</li> <li>• immediate cause</li> <li>• remote cause</li> </ul>	<i>Patterns</i> Chapter 10 Model Essays	Cause/Effect Essay	10 Days

**Scranton School District  
Curriculum Guide**

Definition	CC.1.4.11-12.A, B, C, D, E, F	<ul style="list-style-type: none"> <li>• formal definition</li> <li>• extended definition</li> <li>• pattern of development</li> <li>• synonym</li> <li>• negation</li> <li>• enumeration</li> <li>• analogy</li> <li>• origin and development</li> </ul>	<i>Patterns</i> Chapter 13 Model Essays	Definition Essay	7 Days
Portfolio Review/Teacher Conferencing	CC.1.4.11-12.T, U			Student Portfolio	3 Days

**Scranton School District  
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<b>Quarter 3: Rhetoric</b>	CC.1.4.11-12.G, H, I, J, K, L, W, X	<ul style="list-style-type: none"> <li>• appeal</li> <li>• ethos</li> <li>• pathos</li> <li>• logos</li> </ul>	Commercials Print Ads	Teacher-created tests, quizzes, etc.	2 Days
<b>Logical Fallacies</b>	CC.1.4.11-12.G, H, I, J, K, L, W, X	<ul style="list-style-type: none"> <li>• fallacy</li> <li>• analogy</li> <li>• begging the question</li> <li>• argument from analogy</li> <li>• ad hominem</li> <li>• hasty generalization</li> <li>• either/or fallacy</li> <li>• red herring</li> <li>• tu quoque</li> <li>• appeal to doubtful authority</li> <li>• misleading statistics</li> <li>• post hoc reasoning</li> <li>• non sequitur</li> </ul>	<i>A Reader's Guide to College Writing</i> Chapter 6	Persuasive Project Presentation  Teacher-created tests, quizzes, etc.	7 Days

**Scranton School District  
Curriculum Guide**

<b>Argumentation</b>	CC.1.4.11-12.G, H, I, J, K, L, W, X	<ul style="list-style-type: none"> <li>• argumentation</li> <li>• persuasion</li> <li>• claim</li> <li>• position statement</li> <li>• antithesis</li> <li>• counterclaim</li> <li>• counterargument</li> <li>• refutation</li> <li>• fact</li> <li>• opinion</li> <li>• evidence</li> <li>• relevant</li> <li>• concede</li> <li>• straw man</li> </ul>	<i>A Reader's Guide to College Writing</i> pp.55-60 <i>A Reader's Guide to College Writing</i> Chapters 7-9 <i>Patterns</i> Chapter 14	Teacher-created tests, quizzes, etc.	14 Days
<b>Literary Analysis</b>	CC.1.4.11-12.S, U, V, W, X	<b>Six-Trait Focus: Presentation (MLA Citations)</b> <ul style="list-style-type: none"> <li>• in-text citation</li> <li>• paraphrase</li> <li>• summary</li> <li>• block quote</li> </ul>	<i>A Reader's Guide to College Writing</i> Chapters 10-11  Teacher-selected novel or play	Teacher-created tests, quizzes, etc.	17 Days

**Scranton School District  
Curriculum Guide**

<b>General Topic</b>	<b>Academic Standard(s)</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time</b>
<b>Quarter 4: Literary Analysis</b>	CC.1.4.11-12.S, U, V, W, X	<ul style="list-style-type: none"> <li>• in-text citation</li> <li>• paraphrase</li> <li>• summary</li> <li>• block quote</li> </ul>	Teacher-selected poems	Teacher-created tests, quizzes, etc.	10 Days
<b>Finding Valid Sources for Research</b>	CC.1.4.11-12.A, B, C, D, E, F, T, U, V, W, X		<i>A Reader's Guide to College Writing</i> Chapter 5	Teacher-created tests, quizzes, etc.	1 Day
<b>Creating an Annotated Bibliography</b>	CC.1.4.11-12.A, B, C, D, E, F, T, U, V, W, X	<ul style="list-style-type: none"> <li>• bibliography</li> </ul>		Annotated Bibliography	2 Days
<b>Taking Notes for Research</b>	CC.1.4.11-12.A, B, C, D, E, F, T, U, V, W, X			Notes	2 Days
<b>Composing a Research Paper</b>	CC.1.4.11-12.A, B, C, D, E, F, T, U, V, W, X		<i>A Reader's Guide to College Writing</i> Chapters 15-16	Research Paper	20 Days

**Scranton School District  
Curriculum Guide**

<b>Creating Works Cited and Works Consulted</b>	CC.1.4.11-12.A, B, C, D, E, F, T, U, V, W, X	<ul style="list-style-type: none"> <li>• cited</li> <li>• consulted</li> </ul>		Works Cited and Consulted Pages	2 Days
<b>Final Exam and Review Final Portfolio and Teacher Conferencing</b>	CC.1.4.11-12.T, U	Culminating Project		Student Portfolio	18 Days