



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 11-12

Content: Composition II/EN106

Year: 2022-2023

Course Description/Rationale

Composition 2 is a continuation of Composition 1. Students will analyze, synthesize, and evaluate texts. Effective academic research is also emphasized. Assignments may include expository and persuasive writing appropriate to academic and professional contexts. Students will write and revise three or more essays, including a research-based argument, and produce a minimum of 20 pages of prose. Academic integrity is a key expectation of this course. Prerequisite: Grade of C- or better in ENG 105. Students will receive 3 DMACC credits for ENG106.

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Rhetorical Analysis	3 weeks	Students will thoughtfully and critically consume information in order to be knowledgeable citizens. Students can read and comprehend complex materials in a variety of forms. Students will present/articulate an argument with evidence and reasoning. Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure	DMACC Competencies 1. Apply college-level reading skills to academic and professional texts 2. Analyze rhetorical strategies found in academic and professional texts 3. Integrate sources to support research-based projects 4. Argue in response to continuing dialogues within and beyond academic disciplines 5. Evaluate individual writing processes to produce college-level essays and projects 6. Integrate standard college-level documentation practices Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.(RI.11-12.5.) (DOK 2,3,4) Assess how point of view or purpose shapes the content and style of a text. Determine an author's point of view or

			purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.(RI.11-12.6.) (DOK 2,3,4)
Power & Writing/1984	5 weeks	Students will thoughtfully and critically consume information in order to be knowledgeable citizens. Students can read and comprehend complex materials in a variety of forms. Students will present/articulate an argument with evidence and reasoning. Students can verbally share their thinking through meaningful discussion and effective collaboration. Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure	DMACC Competencies 1. Apply college-level reading skills to academic and professional texts 2. Analyze rhetorical strategies found in academic and professional texts 3. Integrate sources to support research-based projectsArgue in response to continuing dialogues within and beyond academic disciplines 4. Evaluate individual writing processes to produce college-level essays and projects 5. Integrate standard college-level documentation practices 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.(RL.11-12.2.) (DOK 2,3,4) (Essential Eng 11, Eng 12) 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).(RL.11-12.3.) (DOK 2,3,4) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1) (DOK 1,2,3)
Argument & Academic Research	6 weeks	Students will thoughtfully and critically consume information in order to be knowledgeable citizens. Students can read and comprehend complex materials in a variety of forms.	DMACC Competencies 1. Apply college-level reading skills to academic and professional texts 2. Analyze rhetorical strategies found in academic and professional texts

		Students will present/articulate an argument with evidence and reasoning. Students can verbally share their thinking through meaningful discussion and effective collaboration. Through the writing process, students will clearly and confidently articulate complex ideas for a variety of purposes through different modes and styles of written expression using correct grammar, punctuation and sentence structure	3. Integrate sources to support research-based projectsArgue in response to continuing dialogues within and beyond academic disciplines 4. Evaluate individual writing processes to produce college-level essays and projects 5. Integrate standard college-level documentation practices 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.(RL.11-12.1.) (DOK 1,2,3) (Essential Eng 11, Eng 12) 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.(RL.11-12.2.) (DOK 2,3,4) (Essential Eng 11, Eng 12) 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.11-12.3) (DOK 1,2,3)

