Advanced Composition:

Grade Level:	12
Length:	1/2 Year
Period(s) Per Day:	1

ESSENTIAL UNDERSTANDING:

Advanced Composition helps students practice the writing skills of argument, persuasion, formal and informal logic, and use of evidence. Students will also consider the elements of tone, diction, and style as they affect argument and persuasion. Finally, by writing persuasive research papers students will acquire some valuable research skills, including library work, formal documentation, and avoidance of plagiarism. Students will learn to apply these writing skills, as they would use them in the workplace

Course Objectives and Expectations:

1.) Opinion writing, fifteen short (1–2 pages) reaction papers

2.) Evaluative writing, five student evaluations

3.) Research writing, two research papers (6-12 pages)

4.) Exam, two (outside of class)

5.) Weekly online discussions

6.) Small group evaluation activities

Student Objectives:

Upon completion of Advanced Composition, students will:

1.) Develop multiple, flexible strategies for writing, particularly inventing, organizing, drafting, revising, and copyediting.

2.) Demonstrate an understanding of research as a process of gathering, evaluating, analyzing, and synthesizing appropriate primary and secondary sources.

3.) Integrate their own ideas with those of others.

4.) Formulate an assertion about a given issue and support that assertion with evidence appropriate to the issue, position taken, and given audience.

5.) Use conventions of format and structure appropriate to the rhetorical situation and audience.

6.) Develop and organize logical thoughts as a means of building evidence that results in a persuasive argument.

7.) Understand how to self-edit and appreciate its importance in crafting a professional document.

8.) Demonstrate proficiency in the use of the conventions of language and forms of discourse, including grammar, syntax, punctuation, spelling, and mechanics.

Pacing Guide:

Rough course outline:

Weeks 1-2

Read and analyze *The Cave*

Weeks 3-4

Read and analyze *A Modest Proposal*

Weeks 5-6

Copyediting

Weeks 6-7

M.L.A. Essay Formatting

Weeks 8-9

Research Paper #1 (M.L.A. Formatting)

Weeks 10-11

Argumentative Writing (Claims)

Weeks 12-13

Argumentative Writing (Warrants)

Weeks 14-15

Argumentative Writing (Support)

Weeks 16-18

Research Paper #2 (Policy)

Montana Content Standards

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11-12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

W.11-12.9.a Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9.b Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses, American Indian Policies]").
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<u>Resources</u>

Textbooks:
Writing Research Papers
The Structure of Argument
Readings for Writers

Non-fiction:
"The Cave"
"A Modest Proposal"