

Argo Community High School

English Department

Writing 1 – EN305 / Honors Writing 1 – EN905

Course Description from Course Offering Book:

This composition course will use a writing workshop model to teach students how to write to be successful in their other courses and future careers. Students will learn how to write clear and effective expository and persuasive prose with an emphasis on organization, clarity, and coherence. Students will learn the basics of research with a focus on accessing and analyzing information to judge the trustworthiness of the source and information. Students will work with sentence structure and paragraph structure while also focusing on multi-paragraph essays and the process of creating through drafts. Types of writing may include the following: process writing, review, problem/solution, research papers, and emails. Students will read published examples of writing and other nonfiction to examine how others craft their writing. Emphasis will be on research as a writer. **This course satisfies .5 of the ISBE 2-year graduation requirement for “Intensive Writing.”`*

Course Overview:

Unit Name	Enduring Understanding / Skills	Common Assessments	Readings	Computer / Media Literacy	Length
Unit 1 - Response Writing - Connections	• Em Dash • 100-Word Monster (Honors) • How to write a response using connections • Use of appositives • Sentence imitation • Peer review / editing / revising • Read like a writer	• Sentence Imitation • 100-Word Monster (honors) • Writers Moves (Honors) • 200-300-word multi-paragraph response	• Write Well Go • Em Dash Divide • TXBK – Rich Responses – Personal Connection • Exemplar 1 – “The Handbag” • Exemplar 2 – “Why America needs a Royal Family”	• NYTimes Account • Canvas Notifications • ParentSquare/StudentSquare Profile Setting • Export from OneNote to PDF • Proper file management in OneDrive • Format a paper in MSWord	2-3 weeks
Unit 2 - Personal Narrative Essay	• Use of an analogy • Writing detail to show not tell • Drop a reader into a scene • Understanding narrative arc • Use sensory detail • Identify writing moves	• 500-600-word Personal Narrative • Sentence Imitation • Annotations and responses • Discussion forums	• Cracks in the Pavement • Pants on Fire • Speechless • Superman and Me (honors) • Dropping the Reader	• Email Etiquette • MS Short Keys (CNTRL B, U, 2, F, Z, V, C)	2 weeks

	- Describe tension and conflict - Reflect on an experience.		- Using Details to Show, Not Tell - Narrative Arc		
Unit 3 - Response Writing 2 - Demo Thinking	- Identify how to demonstrate thinking - Mimic effective moves of writers - Use an analogy - Use tier 2 vocabulary	200-300-word Demo Thinking Response - Something old, something new - Sentence imitation - Comma splice - Response and annotations - Discussion forums - Finding an Article (Honors)	- TXBK - Demo Thinking - Importance of Commas - Something old, something new	MS Short Keys (CNTRL B, U, 2, F, Z, V, C)	1 Week
Unit 4 - How To	- Identify transitional statements and their function - Identify writing moves - Recognize different formats of a how to - Understand how to say a lot about a little - Imitate sentences - Conduct basic research - Understand adverbs - Tier 2 vocabulary	400+ word How To. - Sentence imitation - Poem analysis - Annotations and responses - Peer reviews - Sentence expansion	- Shark attack (Honors) - NYTimes tip section - How to Start a Garden - How to Paint - How to Make Hand Sanitizer in Bulk - How to Build a Fort - As Far As Words Go	I can use the following shortcut keys while working on an essay: CNTRL-B (bold), CNTRL-Z (undo), CNTRL-F (Search), CNTRL-A (highlight all), CNTRL-C (Copy), and CNTRL-V (Paste)	2 Weeks
Unit 5 - Embedding Evidence (Response Writing)	- Understanding the differences of affect vs effect - Identify how a semicolon is used - Identify evidence by analyzing article information “Orphan Quotations” “Hit and Run Quotations”	- Sentence combining - Sentence imitation - Article analysis - Annotations & responses - Embedding Response Paper - Finding an Article (Honors)	- TXBK Embedding Outside Info - Affect vs Effect	NYTimes research articles - Type and properly Microsoft Word - Use of OneDrive to save files - Submit assignments to LMS	1 Week

Unit 6 - Informative Writing	• Identify and construct “nut graph” • Read to identify writers' moves • Read author annotations • Conduct research • Find reliable sources • Use different hooks • Create annotated bib • Create a reverse outline.	• Informative Paper • Peer Feedback • Sentence imitation • Writing Hooks • Topic Brainstorm • Write Clear Sentences Podcast (Honors) • Info Model #1 – Fat • Spooky Practice Nut Graph • Outlining	• “Explaining Why a Topic Matters: The Times Personal Health Column” • “Fat got Your Tongue” • “Quoting and Paraphrasing Experts and Research: The Times Tip Column” • “In the Blink of an Eye” • “Hooking the Reader From the Start...” • “A New Cancer Treatment...”	• NYTimes Account • Export from OneNote to PDF • Proper file management in OneDrive • Format a paper in MSWord • I can use EasyBib to create my citations.	3 Weeks
Unit 7 - Review Writing (Should I?)	• Generate questions using textual evidence • Identify steps of a review • Read review articles • Analyze & understand the context of a review • Write engaging informational pieces • Explain and identify thoughts on writing advice • Vivid description • Topics for global audiences	• 400–500-word Review paper • Sentence Imitation • Prewriting Topic Brainstorm • Annotations • Outlining • Conclusion paragraph podcast (Honors) • Role of reviews (Honors) •	• Review #1: “Garfield Eats – You Shouldn’t” • Review #2: “Hannibal” • Review #3 “Epson Bright link Projector” • Hooking the Reader Right from the Start • How to Write a Review • Want to Write a Review • Writer’s Practice – Should I	• NYTimes research articles • Type and properly Microsoft Word • Use of OneDrive to save files • Submit assignments to LMS	2 Weeks
Unit 8 - Argumentative / Editorial	• Improve visual literacy skills • Understanding of Ethos, Logos, Pathos	• 400-500 Word Editorial Paper • Persuasive Appeals Kahoot	• Lessons from Failure • Collar the Cat	• Use of Easy Bib to create a citation • NYTimes research articles	2-3 Weeks

	• Use of ellipsis • Counterargument • Refutation • Concession • Explaining an editorial's arguments • Write an annotated bibliography • Understand the conventions of MLA format	• Sentence Imitation • Topic Brainstorm • Reading annotations	• How Animal Crossing Will Save Gen Z	• Type and properly Microsoft Word • Use of OneDrive to save files • Use Version History to recover earlier drafts • Submit assignments to LMS	
VOCABULARY	• I can use words in new contexts. • I can define 80% or more of the 120 new words correctly.	• 120 Words from the list	• N/A	• Units 1-6 Quizzes • Units 1-3 Review Test • Units 1-6 Review Test • Complete the Sentence – Practice • Practice Quizzes *Honors (EN905) take different quizzes.	Throughout
ACT Grammar & Language	• Sentence boundaries • fragments, run-ons, comma splices • Comma usage: essential/nonessential information and other comma rules • Apostrophes & possessives • Subject-verb agreement • Verb tense & verb forms • Pronoun usage & agreement • Semicolons, colons & dashes • Transitions & logical relationships • Word choice, redundancy & concision	• Bellringer Work	• N/A	• ACT-style bell ringers • Progress monitor • M1, M2, and M3 Grammar Assessments	Throughout

	Commonly confused words				
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Major Course Skills:

Critical Thinking	Textual Analysis	Claim / Evidence Argumentation	Reading
Writing	Debating	Analyzing	Synthesizing
Researching	Inquiry and Question formation	Annotating	Discussion
Vocabulary Development	Revising / Editing	Grammar & Language Conventions	Source Evaluation
Organization / Coherence	Rhetorical Analysis	Audience & Purpose	Peer Feedback

Grade Weights

Category	Types of assignments	Weight
Summative	Major essays,	70
Formative	Sentence work, Drafts, Peer Reviews,	30

State of Illinois Requirements / Mandates

STATE REQUIREMENT	UNITS that Cover REQUIREMENT	Enduring Understanding	Assessment / Activity
Writing-Intensive Coursework — 105 ILCS 5/27-22 Illinois requires two years of writing-intensive coursework; one year must be English. Writing 1 fulfills .5 credit / one semester of this requirement.	Coursewide — All Units	- Writing for multiple purposes and audiences - Organization, clarity, and coherence - Writing process: planning, drafting, revising, editing - Use of evidence - Research and source integration - Feedback and revision	- Personal Narrative - How-To Writing - Embedding Evidence Response - Informative Writing - Review Writing - Argumentative/Editorial Writing - Short constructed responses - Drafting and peer review **ACT Style Writing Assessment – Progress Monitor
Computer Literacy — 105 ILCS 5/27-22 - Writing 1 fulfills .5 credit / one semester of the district's one-year computer literacy requirement. The remaining .5 credit is fulfilled through Speech and Communication.	Embedded throughout course	- Use productivity software effectively - Create and properly format digital documents	- Microsoft Word formatting - OneDrive file management - Canvas/LMS submission

		• Organize, save, retrieve, and recover files • Navigate LMS and digital communication systems • Use keyboard shortcuts efficiently • Use digital research and citation tools • Manage digital accounts and settings	• PDF export • Version History • EasyBib/citation tools • NYTimes account • StudentSquare/ParentSquare settings
Media Literacy — 105 ILCS 5/27-415 Illinois requires every public high school to include a unit of instruction in media literacy within its curriculum.	Informative Writing; Review Writing; Argumentative / Editorial; embedded throughout research activities	• Evaluate the credibility and trustworthiness of sources • Analyze media for author, audience, purpose, technique, and message • Distinguish fact, opinion, and persuasive claims • Analyze visual and digital media • Create clear messages for an intended audience • Consider the influence and social impact of media	• Source credibility/evaluation activities • NYTimes research and analysis • Article annotation • Visual literacy activities • Ethos, Logos, and Pathos analysis • Informative research writing • Editorial / argumentative writing