

College Composition

Course Overview: College Composition is a writing centered course intended to prepare students to make the transition from high school to college. Students will learn the standards for academic writing they will encounter throughout their educational and professional careers. In particular, students will gain experience in writing academic arguments and expository prose that demonstrates understanding, analysis, and application of ideas from a variety of progressively sophisticated texts.

Month/ Unit Name	CCLS Standards	Content/ Guiding Questions	Skills	Suggested Assessments/ Activities	Key Vocabulary
September/1st Half of October Introduction to College Composition: Providing a Framework	RI.11-12.1 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 RI.11-12.5 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.11-12.6 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.	What is College Composition? What are the modes of discourse? What are the differences between summarizing, paraphrasing, and quoting? How does audience determine the mode of discourse? How does Point of View impact the effectiveness of a text?	Reading Reading literature and informational texts critically. Identifying audience and purpose. Reading, identifying, and analyzing rhetorical modes including exposition, argumentation, and analysis Writing Paraphrasing, summarizing, and quoting. Generating ideas and developing a thesis. Writing a critical response to text using specific text based details to support a claim.	College Composition Pre-Assessment - Syntax - Sentence boundaries (comma splice, run-ons, sentence fragments) - Recognition of correct sentences - Diction - Active/passive voice - Logical comparison - Logical agreement - Punctuation	Rhetorical Modes Discourse Exposition Argumentation Description Narration Critical Analysis

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<p>2nd Half of October/November</p> <p>The Composition Process: Argumentation</p>	<p>RI.11-12.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p> <p>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.</p> <p>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.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the</p>	<p>How do we determine the central idea(s) of a text? What are the components of an argumentative text?</p> <p>How do we formulate an effective claim?</p> <p>What are the relationships and differences between claims, counterclaims, reasons, and evidence?</p>	<p>Reading Read to analyze the validity of an idea, or point of view, by presenting sound reasoning, discussion, and argument that thoroughly convince the reader.</p> <p>Writing Composition Process: - Invention, drafting, revising, and editing - Following conventions of standard written English - Gathering, evaluating, and using sources - Conducting library and other research methods - Developing a thesis (claim) - Supporting thesis with evidence - Organizing an essay - Documenting sources - Avoiding plagiarism</p>	<p>Non print texts for visual rhetoric some possible titles include: - <i>An Inconvenient Truth</i> - <i>Food Inc.</i> - <i>Supersize Me</i> - <i>Wal-Mart: The High Cost of Low Price</i> - <i>Bowling for Columbine</i></p> <p>Drafting, revising, editing, publishing an Argumentative essay</p> <p>- Organization - Evaluation of evidence - Awareness of audience, tone and purpose - Level of detail - Coherence between sentences and paragraphs - Sentence variety and structure - Main idea, thesis statements/claims and topic sentences</p>	<p>Rhetoric - Logos - Pathos - Ethos</p> <p>Rhetorical Analysis</p> <p>Claim</p> <p>Counterclaim</p> <p>Evidence</p> <p>Synthesis</p> <p>Sequencing</p> <p>Fallacies</p> <p>Bias</p>
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	<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>L.11-12.1 – L.11-12.6</p>			<ul style="list-style-type: none"> - Rhetorical effects and emphasis - Use of language - Evaluation of author's authority and appeal - Evaluation of reasoning - Consistency of point of view - Transitions - Sentence-level errors primarily relating to the conventions of standard written English 	
<p>December/January</p> <p>The Composition Process: Exposition</p>	<p>W.11-12.2</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>What is expository writing? What are examples of it? In what ways is it different from argumentative writing?</p> <p>How do we effectively convey complex ideas in our writing?</p> <p>How do we use research to help support our ideas?</p> <p>How do we</p>	<p>Reading</p> <p>Apply critical reading and thinking skills to the writing process.</p> <p>Reading with an awareness of language as a tool for learning and communication.</p> <p>Writing</p> <p>Research and critically evaluate information to produce writing with MLA formal documentation, which consists of in-text citations and final list of all sources cited.</p>	<p>Drafting, revising, editing, publishing an expository essay</p> <p>Students write each in each of the expository essay patterns</p> <ul style="list-style-type: none"> - Use of reference materials - Evaluation of sources - Integration of resource material - Documentation of sources 	<p>MLA</p> <p>Citations</p> <p>Plagiarism</p> <p>Point of View</p> <p>Style</p> <p>Voice</p> <p>Diction</p> <p>Syntax</p> <p>Expository Patterns:</p>

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	<p>audience’s knowledge of the topic.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>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).</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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</p>	<p>document our sources, both in text and end of text?</p>	<p>Engage in pre-writing activities, including narrowing a topic, generating ideas, determining the audience and the relationship between audience and content and setting an appropriate tone.</p> <p>Apply strategies for the composition process such as drafting, collaboration, revision, and peer evaluation to produce written documents.</p>	<p>College Composition Post-Assessment</p>	<ul style="list-style-type: none"> -Description - Sequence - Comparison - Cause and Effect - Problem and Solution
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	<p>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. L.11-12.1 – L.11-12.6</p>				

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