

Course Description:

This course emphasizes argumentative writing and provides further instruction in drafting and revising essays that express ideas in Standard English. This course also includes continued instruction and practice in reading critically, thinking logically, responding to texts, addressing specific audiences, researching and documenting credible academic sources. NOTE: Credit not available by special examination. Prerequisite: ENG 101. This course requires that students have a strong work ethic and good study skills. Students are required to complete assignments outside of class.

Specifically, a writing course, this course is designed to teach students to develop and generate ideas --through significant revision-- in clear, effective written English. This course emphasizes argument and provides instruction and practice in reading critically, thinking logically, responding to text and non-text, developing research skills, writing substantial essays through systematic revision, addressing specific audiences, and expressing ideas in clear and correct English.

This course is a continuation of the work in argumentation and research begun in English 101. The emphasis is on the research essay, which should be of substantial length and include use of outside sources and documentation. This course includes a brief review of grammar and mechanics; a general competency is assumed.

Dual credit may be received for this class. A student may obtain 3 hours of college credit upon successful completion of this course (unweighted final grade of 70 or higher). All paperwork must be completed and tuition paid as required by KCTCS. High school credit is also given for this class (unweighted final grade of 60 or higher).

| OCTC CONCURRENT ENROLLMENT OBJECTIVES AND STANDARDS |
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| <p>Course Objectives:</p> <ol style="list-style-type: none"> 1. Help students become confident and effective writers; 2. Provide guidance and recommendations leading toward the mastery of basic writing skills; 3. Show the value of logical thinking and expression; 4. Help students evaluate their own writing by revising, editing, and proofreading; 5. Help students achieve and demonstrate basic mastery of Standard American English grammar, syntax, and mechanics through writing experiences and exercises; 6. Help students recognize and understand the different elements and levels of argumentative writing. <p>KCTCS General Education Requirements: Students should prepare for the twenty-first century by gaining:</p> <ol style="list-style-type: none"> A. Knowledge of human culture and the physical and natural worlds through study in the sciences and mathematics, social sciences, humanities, histories, language, and the arts B. Intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving. C. Personal and social responsibility, including civic knowledge and engagement (local and global), |

intercultural knowledge and competence, ethnic reasoning and action, foundation and skills for lifelong learning.

- D. Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills.

KCTCS General Education Student Learning Outcomes for Written Communication:

1. Write clear and effective prose, using conventions appropriate to audience (including academic audiences), purpose, and genre
2. Find, analyze, evaluate, and cite pertinent primary and secondary sources, including academic databases, to prepare written texts.
3. Identify, analyze, and evaluate statements, assumptions, and conclusions representing diverse points of view, and construct informed, sustained, and ethical arguments in response.
4. Plan, organize, revise, practice, edit, and proofread to improve the development of clarity of ideas.

OCTC Expectations Matrix for Written Communication

I. Communicate Effectively

1. Read and listen with comprehension
2. Speak and write clearly using Standard English
3. Interact cooperatively with others using both verbal and non-verbal means
4. Demonstrate information processing through basic computer skills.

Assessment methods may include essay questions on exams (WE L2) and extended writing assignments (WE L4).

II. Think Critically

1. Make connections in learning across the disciplines and draw logical conclusions
2. Demonstrate problem solving through interpreting, analyzing, summarizing, and/or integrating a variety of materials

Assessment methods may include essay questions on exams and extended analytical papers (WE L4).

III. Learn Independently

1. Use appropriate search strategies and resources to find, evaluate, and use information
2. Make choices based upon awareness of ethics and differing perspectives/ideas
3. Apply learning in academic, personal, and public situations
4. Think creatively to develop new ideas, processes, or products.

Assessment methods may include essay questions on exams (WE L2) and extended writing assignments/analytical papers (WE L4).

IV. Examine Relationships in Diverse and Complex Environments

1. Recognize the relationship of the individual to human heritage and culture
2. Demonstrate an awareness of the relationship of the individual to the biological and physical environment
3. Develop an awareness of self as an individual member of a multicultural global community.

Assessment methods may include essay questions on exams (WE L4) and extended writing assignments/analytical papers (WE L4).

RESOURCES:

- *Writing Arguments: A Rhetoric with Readings* (10th Edition), Ramage, Bean and Johnson
- Various websites for research and MLA citation purposes; media center, computer labs; and videos

| ENG 102 Units Overview | | |
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| Unit 1: Argument Introduction and Recap | Unit 2: Focus on MLA and Fallacies | Unit 3: <i>Frankenstein</i> and Synthesis Writing |
| Unit 4: Causal Essay | Unit 5: Proposal Paper | Unit 6: British Literature |

Unit One: Argument Introduction and Review

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| Overview: Aug. 11-- Sept. 3 | |
| Grammar Skills | Daily grammar review |
| Required Readings | Chapter 1: Argument: an Introduction Chapter 2: Argument as Inquiry: Reading and Exploring Chapter 3: The Core of an Argument: A Claim with Reasons Chapter 4: The Logical Structure of an Argument |
| Suggested Writings | --Argument Summary --Senior Writing |
| Arts and Humanities | --Assorted nonfiction essays |
| Practical Living/Career | --Senior Writing → Scholarship essays --Writing effectively; collaboration; verbal communication |
| Technology | --Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks |
| Standards | Reading: RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.8, Composition: C.11-12.2, C.11-12.4, C.11-12.7 Language: L.11-12.2, L.11-12.3 |

Unit Two: MLA Focus

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| Overview: Sept. 7 -- Oct. 1 |
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| Grammar Skills | Daily grammar review |
| Required Readings | --Appendix: Informal Fallacies --Chapter 5: Using Evidence Effectively --Chapter 15: Finding and Evaluating Sources --Chapter 16: Incorporating Sources --Chapter 17: Citing and Documenting Sources |
| Suggested Writings | --Supporting Reasons Argument --Senior Writings → Resumes and Cover Letters |
| Arts and Humanities | --Assorted nonfiction essays |
| Practical Living/Career | --Resume and Cover Letter --Writing effectively; collaboration; verbal communication |
| Technology | --Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks |
| Standards | Reading: RI.11-12.1, RI.11-12.7, RI.11-12.8, RI.11-12.9 Composition: C.11-12.1, C.11-12.2, C. 11-12.7 Language: L.11-12.2, L.11-12.3, L.11-12.5 |

Unit Three: *Frankenstein* and Synthesis Writing

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| Overview: Oct. 11 -- Nov. 23 | |
| Grammar Skills | --Daily grammar review |
| Required Readings | --Mary Shelley: <i>Frankenstein</i> --Selected chapters from Mary Roach's: <i>Stiff: The Curious Lives of Human Cadavers</i> |
| Suggested Writings | --Argumentative Synthesis Essay that answers the question: Has science gone too far? -- <i>Frankenstein</i> and/or <i>Stiff</i> Literary Critique |
| Arts and Humanities | --Assorted nonfiction essays |
| Practical Living/Career | --Writing effectively; collaboration; verbal communication |
| Technology | --Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks |

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| Standards | Reading: RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.9, RI.11-12.3, RI.11-12.5, RI.11-12.6 Composition: C.11-12.1, C.11-12.2, C.11-12.5, C.11-12.6 Language: L.11-12.1, L.11-12.2 |
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Unit Four: Causal Essay

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| Overview: Nov. 29 -- Dec. 17 | |
| Grammar Skills | --Daily Grammar Review |
| Required Readings | --Chapter 10: An Introduction to Types of Claims --Chapter 11: Definition and Resemblance Arguments --Chapter 12: Causal Arguments --Independent Reading Nonfiction title |
| Suggested Writings | --Causal Essay --Nonfiction Book Critique |
| Arts and Humanities | --Assorted nonfiction titles |
| Practical Living/Career | --Writing effectively; collaboration; verbal communication |
| Technology | --Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks |
| Standards | Reading: RI.11-12.3, RI.11-12.5 Composition: C.11-12.1, C.11-12.6 Language: L.11-12.2, L.11-12.3 |

Unit Five: Proposal Paper

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| Overview: Jan 3 -- March 25 | |
| Grammar Skills | --Daily grammar review |
| Required Readings | --Continue independently selected nonfiction reading --Chapter 14: Proposal Arguments |
| Suggested Writings | --Final Research Paper <ol style="list-style-type: none"> 1. Justification 2. Problem/Solution |

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| | 3. Opposing Viewpoints --Final Research Presentation |
| Arts and Humanities | |
| Practical Living/Career | --Writing effectively; collaboration; verbal communication |
| Technology | --Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks |
| Standards | Reading: RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.10 Composition: C.11-12.1, C.11-12.5, C. 11-12.6 Language: L.11-12.1, L.11-12.2, L.11-12.4 |

Unit Six: British Literature

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| Overview: March 28 -- May 17 | |
| Grammar Skills | --Daily Grammar review |
| Suggested Readings | -- <i>Beowulf</i> -- <i>1984</i> -- <i>Macbeth</i> --Additional readings from 12th grade Textbook |
| Suggested Writings | --Journal Prompts --Six Word Memoir --Literary Analysis --Assorted Creative writing pieces |
| Arts and Humanities | |
| Practical Living/Career | --Writing effectively; collaboration; verbal communication |
| Technology | --Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks |
| Standards | Reading: RL.11-12.2, RL.11-12.5, RL.11-12.7, RL.11-12.10 Composition: C.11-12.2, C.11-12.3, C. 11-12.7 Language: L.11-12.2, L.11-12.5 |

STANDARDS

| Reading Standards for Literature for Grade 11-12 | |
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| Key Idea and Details | <p>RL.11-12.1 Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.</p> <p>RL.11-12.2 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</p> <p>RL.11-12.3 Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama.</p> |
| Craft and Structure | <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.</p> <p>RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text to contribute to its overall structure and meaning as well as its aesthetic impact</p> <p>RL.11-12.6 Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony, and understatement.</p> |
| Integration of Knowledge and Ideas | <p>RL.11-12.7 Analyse diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text</p> <p>RL.11-12.8 (Not applicable to Literature)</p> <p>RL.11-12.9 Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.</p> |
| Range of Reading and Level of Text Complexity | <p>RL.11-12.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e, questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p> |

| Reading Standards for Informational Text-- Grade 11-12 | |
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| Key Idea and Details | <p>RI.11-12.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</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 produce a complex account</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> |
| Craft and Structure | <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument</p> <p>RI.11-12.6 Determine an author’s point of view, perspective, and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text</p> |

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| Integration of Knowledge and Ideas | <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.</p> <p>RI.11-12.8 Evaluate the argument, specific claims, and evidence in a text, assessing the validity, reasoning, relevance, and sufficiency; analyze false statements and fallacious reasoning.</p> <p>RI.11-12.9 Analyze documents of historical and literary significance, including how they address related themes and concepts</p> |
| Range of Reading and Level of Text Complexity | <p>RI.11-12.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.</p> |

| Composition-- Grade 11-12 | |
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| Text Types and Purposes | <p>C.11-12.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 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. Develop claim(s) and opposing claims 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. 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 opposing claims. Establish and maintain a task appropriate writing style. Provide a concluding statement or section that follows from and supports the argument presented. 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>C.11-12.2 Compose informative/explanatory texts to examine and/or convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content</p> <ol style="list-style-type: none"> Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 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, graphics and multimedia when useful to aiding comprehension. 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. 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. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. |

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| | <ul style="list-style-type: none"> f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented. h. 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>C.11-12.3 Use narratives strategically in other modes of writing utilizing effective techniques, well-chosen details, and well-structured sequences for an intended purpose, including an issue and/or supporting a claim.</p> <ul style="list-style-type: none"> a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. b. Engage and orient the reader by setting up 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. c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters. d. 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. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. f. Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing. g. 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>C.11-12.4 Use digital resources to create, publish, and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>C.11-12.5 Conduct short as well as more sustained research projects to answer a question (including self-generated questions) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>C. 11-12.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searchers 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.</p> <p>C. 11-12.7 Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.</p> |
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| Language -- Grade 11-12 | |
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| Conventions of Standard English | <p>L.11-12.1 In both written and oral expression:</p> <ul style="list-style-type: none"> a. Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed. <p>L.11-12.2 When writing: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> |

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| | <p>L.11-12.3 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.</p> <ol style="list-style-type: none">a. Apply an understanding of syntax to the study of complex text when readingb. Vary syntax for effect in writing and speaking, consulting references for guidance as needed. <p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies</p> <ol style="list-style-type: none">a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phraseb. Identify and correctly use patterns of word changes that indicate different meanings or parts of speechc. Consult general and specialized reference materials to find the pronunciations of a word or determine or clarify its precise meaning or its parts of speech.d. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none">a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.b. Analyze nuances in the meaning of words with similar denotations |
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