

English 12 CP-A Curriculum Guide

1. English 12 CP-A: Expository Composition
2. Course number: 132
3. 5 credits
4. Revised August 2007
5. No prerequisites

6. Course Description: **English 12 CP-A: Expository Writing**

This class is designed to help seniors make the transition from writing literature-based high school essays to developing finished essays from a variety of academic disciplines. The primary objective of the course is to expose students to the types of writing assignments they may encounter in college. Students will be expected to draft and revise all of their essays, focusing their attention on structure, technique, and preparing an argument. Students will also complete writing assignments emphasizing the various rhetorical modes, such as comparison/contrast and cause/effect analysis.

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomical status.

7. CCCS Addressed: 3.1, 3.2, 3.3, 3.4, 3.5

8. Course Goals and Objectives: The student will...

- 1.) recognize that reading has many purposes and demonstrate an ability to choose an appropriate approach to fit text and purpose;
- 2.) respond to a broad range of literature;
- 3.) compose a variety of written responses for different purposes and audiences;
- 4.) use research skills to access, interpret, and apply information from a variety of sources;
- 5.) organize, prepare, and present a formal spoken presentation clearly and expressively;
- 6.) collaborate by sharing ideas, examples, and insights productively and respectfully in informal conversations/discussions;
- 7.) use a variety of analytical operations in the listening process;
- 8.) experience and respond to non-print media by interpreting and evaluating their effective uses;
- 9.) work within the classroom guidelines, policies and procedures set forth by the instructor; and
- 10.) take an active role in the classroom in ways that make a positive contribution to the activities and atmosphere of the class.

9. Implementation of Technology: Teachers will use PowerPoint presentations, DVD/VHS clips related to the literature, Elmo for writing instruction, Noodletools, blogs, and other appropriate technology as units demand.

10. Unit 1 – Narration and Description/*The Catcher in the Rye* (2 – 3 weeks)

a. **Goal:** - read and study the novel *The Catcher in the Rye* in order to explore and strengthen the narrative and descriptive writing mode by focusing on purpose, audience, and strategies

b. **Objectives:**

- understand the basic pattern of narration and description as a writing strategy
- read and analyze a variety of professional works wherein this strategy is exemplified
- study the elements of voice (diction, detail, imagery, syntax, and tone) and analyze specifically in *Catcher in the Rye*
- explore the *stream of consciousness* narrative technique
- understand the literary term *bildungsroman*
- examine the culture of the 1950s and understand how *Catcher in the Rye* is associated with it
- study Holden as a universal, typical 17 year old and make connections to own lives – post on blogs
- write in the voice of Holden, describing a significant, personal item/situation/scenario, etc.
- write a metaphor piece where a personal item is described in detail, accurately proving how it reflects your personality
- address the issue of censorship and banning of the novel
- analyze Robert Burns’s poem “Comin’ thro the Rye”

c. **Implementation of Technology**

- maintaining and developing student/class blogs
- web searches on Salinger’s life/novel’s setting in NYC

Sample Assignments

Analyze the metaphor of the catcher in the rye, and write a descriptive metaphor paper using a personal object.

Analyze Salinger’s usage of stream of consciousness narration, and use this technique in writing about a personal incident – include random thoughts that lead to other stories.

Additional Materials

- The Riverside Reader (8th ed.)
- Voice Lessons by Nancy Dean

- “Once More to the Lake” by E.B. White
-Films: Finding Forrester, Ferris Bueller’s Day Off, Stranger Than Fiction

Unit 2: 1984: Comparison and Contrast (4 Weeks)

a. Unit Goals: Students will compare and contrast specific topics relevant to the novel *1984* through current events, research topics, writing assignments, and group discussions.

b. Objectives:

- work together in a group to formulate a totalitarian society.
- properly use a variety of resources in the library to research information on assigned research topics.
- work together to formulate an informative PowerPoint presentation on topics connected to *1984*.
- present PowerPoint presentations to the entire class and lead the class discussion on their topics.
- use <http://noodletools.com/> to create the proper MLA format for parenthetical documentation and a works cited page.
- compare the invasion of privacy noted in *1984* to today’s society, compare the use of war in 1984 to war today, and compare the social structure of *1984* to High Point Regional High School.
- properly use a Venn Diagram as a pre-writing activity for a comparison essay.
- illustrate the two basic strategies for gathering and presenting information on two subjects -- the subject-by-subject method and the point-by-point method. They will learn the strengths and weaknesses of each method and then assess the difficulty of their subject, the knowledge of their audience, and the purpose of their essay before they select a strategy.
- evaluate each essay by self-evaluation, peer-evaluation, and/or conferencing with the teacher.

c. Implementation of Technology:

- use <http://noodletools.com> (see assignment # 2 & assignment # 5).
- create a PowerPoint presentation (see assignment # 2).
- use the internet for research projects and to find articles connected to themes in *1984* (see assignment # 2 & assignment # 3).
- use the on-line services provided by the High Point Regional High School Media Center: EBSCO, SirS Knowledge Source, ProQuest, Grolier, Facts on File (see assignment # 2).

Sample Assignments

Group Project: Power and Control -- Creating a Totalitarian Society

Research background information on George Orwell. Find information from his life and world events which may account for the pessimistic view of the future represented in *1984*. Find *similarities* between his life and topics discussed in *1984*.

Read two critical articles about *1984*. *Compare* the two criticisms.

Research Trotsky's life and his conflict with Stalin. Find pictures of Trotsky and Stalin and *compare* them with Orwell's descriptions of Goldstein and Big Brother, respectively. *Compare* the ideological conflict between Trotsky and Stalin with the ideological conflict between Goldstein and Big Brother.

Computer Activity -- Compare the happenings in the novel of *1984* to today's society -- Is Big Brother Watching You?

Write a comparison of Winston and Julia showing the *differences* in how they rebel against the Party, their present interests and concerns, and attitudes toward the past and future. Point out *similarities* between them that bind them together. Support your comparison with quotations and examples from the novel.

Unit 3 – *Brave New World*, by Aldous Huxley (6 weeks)

Persuasion/Argumentation

Utopia/Dystopia

a. Unit Goals:

- Students will utilize themes extracted from reading *Brave New World*, as a basis for thematic
- Students will examine the relationship between the manipulation of human thought/behavior and the rhetoric of persuasive writing/speech
- Students will develop an understanding of the philosophical/sociological nature of utopian/dystopian societies

b. Unit Objectives:

- Students will be introduced to the concepts of utopian/dystopian societies and the social/political rationales that have fueled them;
- Students will recognize the types and practice the application of Ten Persuasive Writing Techniques;
- Students will identify the differences in emotional, logical and ethical forms of argument;
- Students will utilize internet research on classical conditioning and genetic engineering;
- Students will critically read *Brave New World*, by Aldous Huxley, analyzing the personal, historical and cultural context from which the author wrote;

- Students will discuss/argue the ethical and practical rationales for conditioning and thought control in futuristic and present day societies;
 - Students will identify and critique several modern essays/speeches that model specific persuasive techniques;
 - Students will compare and contrast the effectiveness of persuasive techniques in several different texts, including fiction, nonfiction essay, multimedia and graphic presentations;
 - Students will demonstrate comprehension of literary elements through short written responses on various topics presented in the readings and in class discussions;
 - Students will free write and discuss projections about the possible futuristic effects/trends in the current world;
 - Students will self reflect verbally and in writing on the ethical issues involved in caste systems, drug therapies, conformity, euthanasia, reproductive rights;
 - Students will read several essays/stories concerning the themes of caste systems, behavior/drug conditioning, conformity versus individuality, euthanasia, and reproductive rights;
 - Students will analyze verbally and in writing the manifestations of Huxley's predictions in modern America;
 - Students will increase vocabulary base;
 - Students will practice the writing process in the development of formal persuasive essays;
 - Students will research related futuristic topics via legitimate internet sites;
 - Students will work cooperatively to produce group oral/media presentations related to one of the primary themes in the novel;
 - Students will synthesize comprehension of persuasive techniques in a propaganda poster product;
 - Students will demonstrate understanding of key components of novel through objective written assessments, including study guides, quizzes, and a final test;
 - Students will compare/contrast the portrayal of futuristic genetically engineered society in films with the novel.
- c. **Implementation of Technology:**
- Students will utilize research engines to retrieve information about: the history of utopias/dystopias, psychological conditioning, euthanasia, genetic engineering and other novel related topics;
 - Students will view Gattacca
 - Students will create word collages on the computer, using propaganda to create graphic persuasive propaganda/slogans

Sample Assignments:

Students will read Huxley Bio, www.somaweb.org/w/huxbio.html, highlighting three to five life events and speculating in writing what influences might have lead him to be futuristic writer.

Students, based on their understanding of Huxley’s novel, will form small groups and create group “Declarations of the World State,” that propagandize the principles of the *Brave New World*.

Unit 4 – *The Things They Carried* (4 weeks)

- a. Unit Goals:**
 - Students will understand the concepts of story truth vs. happening truth.
- b. Unit Objectives:**
 - Students will demonstrate their understanding of story truth vs. happening truth through their personal writings;
 - Students will explore elements of memoir writing;
 - Students will explore syntax choices using O’Brien’s style as a model
- c. Implementation of Technology:**
 - Elmo to model style
 - Video clips of Vietnam War coverage
 - Photos of Vietnam war

Sample Assignments

Students will write their own version of “The Things I Carry” in either prose or poetry form.

Students will write a personal narrative/memoir mimicking the style of Tim O’Brien, experimenting with the concept of story truth vs. happening truth.

Students will read several essays entitled “Why I Write” and then write their own version, exploring the cathartic value of writing.

Unit 5 – Research: Issue Paper – 3 – 4 weeks

- a. Unit Goal:**
 - Students will engage in the research process to formulate a well-developed argument paper on a controversial issue using persuasive writing techniques.
- b. Unit Objectives:**
 - Students will be able to find a topic that interests them and pose a question about that topic.
 - They will use books, electronic databases, and journals to find articles that may help them answer the question.
 - Students will take notes from those sources, analyze notes, and present an answer to the question or solution to the problem in a well-organized paper.
- c. Implementation of Technology:**

- Students are required to use on-line databases provided by High Point Regional High School's Media Center and exhibit proper techniques when completing Internet searches.

Assignment:

- Students will generate a list of at least three issues that they wish to research. These issues must be controversial in that there are two sides to be argued.
- Students will do exploratory research on all three topics and then decide on one to focus on. Once students decide on the issue, they are required to research both sides of the argument.
- Students must read and take notes on at least 6 sources. Students must cite at least 4 sources in their paper. These sources may be digital or print, but at least 3 need to be digital. Students will turn in copies of all source material with their final draft.
- Students will need to plan/outline their paper in advance of writing.
- Students must complete at least one rough draft for peer review. This draft must be saved and turned in with the final draft.
- Formatting: 5-7 pages, double spaced, 12 pt. Times New Roman Font, MLA in-text citation, and a Works Cited page
- Students will present the argument to the class in the form of a persuasive speech.
- Every senior must complete the research paper as a graduation requirement.

11. Materials: Individual paperback novels; supplemental film clips and photos.

12. Student Evaluation Methods:

- Measures of student progress** – class participation, discussion, group work, reading quizzes, in-class writings, lab work, peer writing reviews, rough drafts/revisions, student blogs, final papers, writing portfolios
- How will you measure the effectiveness of this course?**
Self-assessment, student assessment, final student products
- When was the last mid term exam written/ or revised?** Jan. 2008
- When was the last final exam written/ or revised?** May 2008

13. District Policy: **ACADEMIC INTEGRITY**

Pupils are expected to be honest in all of their academic work. This means that they will not engage in any of the following acts:

- Cheating on examinations or other school assignments, including but not limited to, the non-authorized use of books or notes, the use of crib sheets, copying from other students' papers, exchanging information with other students orally, in writing, or by signals, obtaining copies of the examination illegally and other similar activities. Cheating through the use of technology to exchange information on any school assignment, examination, etc. is prohibited. Technology is defined as, but not limited to, computers, telephones, text messaging, palm pilots, calculators, cameras or any other hand held device.
- Plagiarism is not permitted in term papers, themes, essays, reports, images, take-home examinations, and other academic work. Plagiarism is defined as stealing or use without

acknowledgment of the ideas, words, formulas, textual materials, on-line services, computer programs, etc. of another person, or in any way presenting the work of another person as one's own.

- Falsifications, including forging signatures, altering answers after they have been graded, inserting answers after the fact, erasing of grader's markings, and other acts that allow for falsely taking credit.

A pupil found guilty of academic dishonesty may be subjected to a full range of penalties including, but not limited to reprimand and loss of credit for all of the work that is plagiarized. Disciplinary action may also be a consequence of such behavior. Additional consequences may apply as defined in specific department policies and guidelines.

A teacher who believes that a pupil has been academically dishonest in his/her class should resolve the matter in the following manner:

- Reprimand the student orally and/or in writing. The teacher is also authorized to withhold credit in the work due to academic dishonesty.
- If warranted, the teacher shall file a written complaint against the student with the Administration, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Administration.
- The Administration will determine if further discipline of the pupil is appropriate, and will determine the nature of the discipline on a case-by-case basis.
- If the pupil is not in agreement with the disciplinary action of the Administration, he/she may appeal the action first to the Principal and secondly to the Superintendent. If the pupil is dissatisfied with the Superintendent's disposition of the case, he/she may grieve the action in accordance with Policy No. 5710, Pupil Grievance.

14. Course Policy: All students in English 12 must complete a research project. Students will not receive credit for the course if a research project is not completed. Four years of English is a graduation requirement.

15: Websites: Individual teachers' websites can be accessed via www.hpregonal.org.