

ADVANCED COMPOSITION OVERVIEW

The Essential Curriculum demonstrates the recursive link between reading and writing. Level One is intended for students who can dedicate only one semester to writing and reading skills whereas Level Two completes the introductory course by elevating the exposure to more advanced writing experiences. Both levels begin with planning of ideas and move through sketching, drafting, editing, to presenting polished papers for a variety of audiences.

The suggested and approved text, *The Bedford Reader**, outlines reading skills, offers writing models, discusses multiple methods of development, and converges the rhetorical methods to achieve fluent and effective writing.

Level One: Writing Basics	Level Two: Writing Enhancements
<p>Unit 1 – Content: Words and Unity</p> <p>An initial attack to analyzing writing begins by looking at content, <i>what</i> we say, through diction or choice of the word. This includes a discussion of audience and purpose, usage rules, and synonym use. Next, students are instructed in thinking patterns for generating ideas and using the structures of topic sentences, paragraphs, and supports to achieve unity in writing.</p>	<p>Unit 1 – Content: Words and Unity</p> <p>The beginning unit begins by addressing diction but provides opportunities for students to develop a more sophisticated, concrete diction and provides opportunities for vocabulary enrichment. Students move next to generating ideas through synthesizing a variety of perspectives, concluding papers to determine perspective, and stating perspectives.</p>
<p>Unit 2 – Form: Coherence, Unity, and Reports</p> <p>Once the process of generating ideas is begun, students learn <i>how</i> to best present content. Students review coherence through phrases and clauses, study unity through details and development methods, practice introductory and concluding techniques, and perfect summarizing by writing reports.</p>	<p>Unit 2- Form: Coherence and Opinions</p> <p>Students focus on perfecting form by practicing the more unusual methods of coherence, modeling high-level writing, and writing papers which present a unique perspective supported by facts.</p>
Unit 3 – Connecting Reading and Writing	Unit 3 – Connecting Reading and Writing

<p>Students read expository journal articles, essays, abstracts, textbooks, graphs, charts, and research papers to discover the role of reader to writer. In addition, they read memoirs, historical fiction, and creative non-fiction from the writer to reader perspective. Written responses follow readings.</p>	<p>Advanced level readings such as film, CD, music, art, literature reviews and criticisms are the focus of the unit. Students will engage in reading, discussing, and constructing written responses. Additionally, students will read and analyze SAT and AP questions before responding in writing.</p>
<p>Unit 4 – A Writer’s Style</p> <p>Building on style basics, students will analyze and evaluate organizational patterns in writing in addition to sentence variety, modifiers, and comma usage.</p>	<p>Unit 4 – A Writer’s Style</p> <p>Students will study the emergence of a dominant voice; author’s tone, mood, and humor, along with presentation choices which affect content.</p>
<p>Unit 5 – Final Copy</p> <p>Focus at the culmination of this level of Advanced Composition will be on a final copy of a paper, conference presentations, publications, and seminars including sophisticated power point presentations.</p>	<p>Unit 5 – Final Copy</p> <p>In the final level of this course, students learn the research paper, classroom presentation, debate, and visual or performing arts scripts.</p>

Kennedy, X.J. , and Kennedy, Dorothy M, and Aaron, Jane E. *The Bedford Reader, Ninth Edition*. Bedford/St. Martin's: Boston, 2006.
ISBN # 0-312-43437-5

Advanced Composition, Level 1 Essential Curriculum

Unit I: Content: Words and Unity

Goal 1. The student will demonstrate the ability to choose concrete diction.

Objectives- The student will be able to:

- a. Employ concrete diction for audience and purpose by:
 - Recognizing the purpose for writing correlates with diction.
 - Evaluating the level of language required for a variety of audiences.
- b. Assess diction choices by:
 - Recognizing usage rules as a means to concrete diction
 - Selecting concrete synonyms for abstract terms
 - Selecting concrete parts of speech.
- c. Compose responses to reading by constructing paragraphs which demonstrate concrete diction.

Goal 2. The student will demonstrate an understanding of unity.

Objectives- The student will be able to:

- a. Employ principles of unity when planning a paper through:
 - Discussing ideas and brainstorming possible topics
 - Grouping similar ideas
 - Omitting and adding unified ideas.
- b. Write a structured plan for a paper creating unity among ideas through:
 - Creating major supports
 - Creating minor support.
 - Creating a focus in unity with supports
 - Creating a unified topic sentence
 - Completing a pre-write that assures unity.
- c. Compose responses to reading by constructing paragraphs with a focused topic sentence and three, unified, major supports

Unit II: Responding to Exposition: Coherence, Unity, and Reports

Goal 1. The student will demonstrate the ability to write and edit for coherence.

Objectives – The student will be able to:

- a. Identify types of phrases by :
 - Distinguishing prepositional, adjectival, adverbial, noun, infinitive, and appositive
 - Inserting phrases to expand and enhance sentences.
- b. Create sentences which coordinate ideas through phrases.

Goal 2. The student will demonstrate the ability to write introductions and conclusions while editing for unity.

Objectives – The student will be able to:

- a. Develop minor supports by:
 - Providing details in unity with major supports
 - Employing a variety of methods of development (compare/contrast, cause/effect, description, examples, definition, analysis.)
- b. Develop an introductory paragraph by:
 - Distinguishing introductory techniques
 - Applying the funnel or inverted introduction
 - Applying the anecdote
 - Applying the negation
 - Applying the strong fact or effective quotation.
- c. Develop a concluding paragraph by:
 - Distinguishing concluding techniques
 - Applying the introductory techniques
 - Applying the summary and evaluation technique
 - Applying the summary and prediction.

Goal 3. The student will demonstrate the ability to compose using facts from readings.

Objectives – The student will be able to:

- a. Distinguish fact from opinion in newspaper or journal articles
- b. Create the pre-write which summarizes an expository piece

- c. Expand by inserting phrases for concrete images.
- d. Create a response by
 - Summarizing multi-page research article
 - Comparing/contrasting
 - Classifying
 - Defining
 - Identifying cause and effects.

Unit III: Reading and Writing Connections

Goal 1. The student will demonstrate the ability to make connections to print and non-print text.

Objectives – The student will be able to:

- a. Summarize a self-selected film, CD, Book, or art work.
- b. Add opinion to the summary as a critique of a self-selected film, CD, book, or art work.
- c. Select a primary source to view, read, study, or hear; locate a critique of that work; plan a response to the critique.
- d. Write a critique of the primary and secondary sources with evidence of modifying phrases to expand and coordinate ideas.

Goal 2. The student will demonstrate the ability to read or study narration from a receptive viewpoint and respond from the writer's productive viewpoint.

Objectives – The student will be able to:

- a.. Critique selected SAT or AP passages of narration by:
 - Critically reading the passages from a writer's perspective
 - Critically reading the same passages from a reader's perspective, answering the associated comprehension questions
 - Comparing and contrasting the viewpoints in a one-page paper.
- b. Critique a written or performed play or a dramatic reading by:
 - Analyzing the text
 - Reading from another writer's viewpoint
 - Comparing and contrasting the viewpoints in a two-page paper.

Unit IV: Style

Goal 1. The student will demonstrate the ability to employ various methods when organizing.

Objectives – The student will be able to:

- a. Select transitions by:
 - Recognizing concrete words, descriptive phrases, and a variety of sentence types as stylistic choices
 - Recognizing the choices of many single words as transitions
 - Recognizing the repetition of key terms as transitions
 - Creating a two-page paper selecting transitions.
- b. Establish order by:
 - Writing a paragraph organizing content from most to least important or from least to most important
 - Writing a paragraph organizing content from chronological, spatial, or visual order
 - Creating a one-page paper with an appropriate choice for organizing content.

Goal 2. The student will demonstrate the ability to structure sentences with a variety of sentence patterns.

Objectives – The student will be able to:

- a. Employ sentence variety in a paragraph by:
 - Recognizing simple, compound, complex, and compound-complex sentences
 - Modeling professional writing
 - Combining sentences through coordination and subordination
 - Creating paragraphs using all methods of sentence variety.
- b. Employ paragraph variety by:
 - Creating a personal style through a variety of organizational methods
 - Creating a personal style through a variety of sentence structures.

Goal 3. The student will demonstrate the ability to distinguish synthesis from critique and argumentative synthesis from explanatory.

Objectives – The student will be able to:

- a. Write an extended explanatory response synthesizing two sources.

- b. Write an argumentative response synthesizing two or more sources.

Unit V: Products

Goal: The student will employ planning, form, reading/writing connections, and style to create a polished presentation.

Objective – The student will be able to:

- a. Produce a paper in MLA format
- b. Summarize versus critique to synthesis skills.
- c. Construct and deliver an oral report.
- d. Construct text for a debate
- e. Produce a visual art presentation.
- f. Create a high-level Power Point Presentation.