

**Course Description:**

This course focuses on academic writing. It provides instruction in drafting and revising essays that express ideas in Standard English, including reading critically, thinking logically, responding to texts, addressing specific audiences, researching and documenting sources. This course includes review of grammar, mechanics, and usage. NOTES: (a) Credit not available by special examinations; (b) ENG 101 and ENG 102 may not be taken concurrently; (c) AP credit in the English Language and Composition category for ENG 101 is awarded as indicated by AP scoring chart in current KCTCS catalog. Prerequisite: Appropriate writing placement score or ENC 91/

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.

Dual credit may be received for this class. A student may obtain 6 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
<p><b>Course Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Help students become confident and effective writers;</li> <li>2. Provide guidance and recommendations leading toward the mastery of basic writing skills;</li> <li>3. Show the value of logical thinking and expression;</li> <li>4. Help students evaluate their own writing by revising, editing, and proofreading;</li> <li>5. Help students achieve and demonstrate basic mastery of Standard American English grammar, syntax, and mechanics through writing experiences and exercises;</li> <li>6. Help students recognize and understand the different elements and levels of argumentative writing.</li> </ol>
<p><b>KCTCS General Education Requirements:</b> Students should prepare for the twenty-first century by gaining:</p> <ol style="list-style-type: none"> <li>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</li> <li>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.</li> <li>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.</li> <li>D. Integrative and applied learning, including synthesis and advanced accomplishment across general and specialized skills.</li> </ol>

**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 to Read, Reading to Write* (2nd Edition), Kuehner
- Various websites for research and MLA citation purposes; media center, computer labs; and videos

ENG 101 Units Overview		
Unit 1: Welcome Back and Introduction to College Writing	Unit 2: Argument Summary	Unit 3: Rhetorical Analysis
Unit 4: Classical Arguments	Unit 5: Visual Analysis	

ENG 102 Units Overview		
Unit 1: Identifying Problems	Unit 2: Discovering Solutions	Unit 3: Opposing Viewpoints
Unit 4: Major Research Paper	Unit 5: Memoirs and Identity	

## English 101

### Unit One: Introduction to Argument

Overview: Aug 10 -- Sept 16	
Grammar Skills	Daily grammar review
Required Readings	Chapter 1: Introduction to College Reading, Writing, and Thinking Chapter 2: Active Reading Chapter 3: The Writing Process Chapter 4: The Writing Product
Suggested Writings	--Diagnostic writing: college essays, resume, cover letters, -- Topic Brainstorm
Arts and Humanities	--Assorted nonfiction essays
Practical Living/Career	--Writing effectively; collaboration; verbal communication
Technology	--Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks
Standards	<b>Reading:</b> RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9 <b>Composition:</b> C.11-12.2, C.11-12.4, <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.4,

## Unit Two: Argument Summary

Overview: Sept 19 -- Oct 7	
Grammar Skills	Daily grammar review
Required Readings	--Chapter 5: Summarizing Texts --Chapter 6: Responding to Texts
Suggested Writings	--Argument Summary
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	<b>Reading:</b> RI.11-12.1, RI.11-12.2, RI.11-12.6, RI.11-12.7, RI.11-12.8, <b>Composition:</b> C.11-12.1, C.11-12.4, C.11-12.5, C. 11-12.6, C. 11-12.7 <b>Language:</b> L.11-12.1, L.11-12.2,

## Unit Three: Rhetorical Analysis

Overview: Oct 17 -- Nov 4	
Grammar Skills	Daily grammar review
Required Readings	--Chapter 8: Rhetorical Analysis --Assorted Children's Literature --Assorted Historical Speeches
Suggested Writings	--Rhetorical Analysis Essay(s)
Arts and Humanities	--Assorted nonfiction essays, speeches, and children's literature
Practical Living/Career	--Writing effectively; collaboration; verbal communication
Technology	--Google Classroom/Docs --ELMO for Daily grammar practice

	--Chromebooks
Standards	<b>Reading:</b> RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.7, RI.11-12.8, RI.11-12.9, <b>Composition:</b> C.11-12.1, C.11-12.4, C.11-12.5, C. 11-12.6, C. 11-12.7 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4,

## Unit Four: Classical Arguments

Overview: Nov 7 -- Dec 2	
Grammar Skills	--Daily grammar review
Required Readings	--Chapter 9: Comparing Texts --Chapter 10: Synthesizing Texts --Chapter 11: Arguing with Texts
Suggested Writings	--Supporting Reasons Essay --Classical Essay
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	<b>Reading:</b> RI.11-12.3, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.8 <b>Composition:</b> C.11-12.1, C.11-12.2, C.11-12.4, C.11-12.5, C. 11-12.7 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4,

## Unit Five: Visual Analysis

Overview: Dec 5 -- Dec 16	
Grammar Skills	Daily Grammar Review
Required Readings	--Chapter 9: Visual Arguments (From <i>Writing Arguments</i> Textbook)
Suggested Writings	--Visual Argument Analysis

Arts and Humanities	--Variety of common argumentative visuals.
Practical Living/Career	--Writing effectively; collaboration; verbal communication
Technology	--Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks
Standards	<b>Reading:</b> RI.11-12.1, RI.11-12.4, RI.11-12.6, RI.11-12.7, RI.11-12.8, RI.11-12.9 <b>Composition:</b> C.11-12.2, C.11-12.4, C. 11-12.6, <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.4, L.11-12.5,

## English 102

### Unit One: Identifying Problems

Overview: Jan 2 -- Jan 27	
Grammar Skills	--Daily Grammar review
Required Readings	--Chapter 12: Planning a Research Paper --Chapter 13: Writing a Research Paper --Chapter 5: Summarizing Texts --Chapter 15: MLA Documentation
Suggested Writings	--Part 1 of Research Paper: Identifying the Problem
Arts and Humanities	--Assorted essays and sources pertaining to real-world current issues
Practical Living/Career	--Writing effectively; collaboration; verbal communication
Technology	--Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks
Standards	<b>Reading:</b> R1.11-12.5, RI.11-12.7, RI.11-12.8, <b>Composition:</b> C.11-12.1, C.11-12.2, C.11-12.4, C.11-12.5, C. 11-12.6 , C. 11-12.7 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3,

## Unit Two: Discovering Solutions

Overview: Jan 30 -- Feb 17	
Grammar Skills	--Daily Grammar review
Required Readings	--Chapter 12: Planning a Research Paper --Chapter 13: Writing a Research Paper --Chapter 15: MLA Documentation
Suggested Writings	--Part 2: Proposal of solution or compromise
Arts and Humanities	--Assorted essays and sources pertaining to real-world current issues
Practical Living/Career	--Writing effectively; collaboration; verbal communication
Technology	--Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks
Standards	<b>Reading:</b> RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.7, RI.11-12.8, RI.11-12.9, RI.11-12.10 <b>Composition:</b> C.11-12.1, C.11-12.4, C.11-12.5, C. 11-12.6, C. 11-12.7 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4 ,

## Unit Three: Opposing Viewpoints

Overview: Feb 20 -- March 9	
Grammar Skills	--Daily Grammar review
Required Readings	--Chapter 11: Analyzing Texts --Chapter 12: Planning a Research Paper --Chapter 13: Writing a Research Paper --Chapter 15: MLA Documentation
Suggested Writings	--Opposing Viewpoints Essay
Arts and Humanities	--Assorted essays and sources pertaining to real-world current issues
Practical Living/Career	--Writing effectively; collaboration; verbal communication

Technology	--Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks
Standards	<b>Reading:</b> RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.9, RL.11-12.10 <b>Composition:</b> C.11-12.3, C. 11-12.7 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5

## Unit 4: Major Research Paper

Overview: March 13 -- March 31	
Grammar Skills	--Daily Grammar review
Required Readings	--Chapter 11: Analyzing Texts --Chapter 12: Planning a Research Paper --Chapter 13: Writing a Research Paper --Chapter 15: MLA Documentation
Suggested Writings	--Major 10 page research paper
Arts and Humanities	--Assorted essays and sources pertaining to real-world current issues
Practical Living/Career	--Writing effectively; collaboration; verbal communication
Technology	--Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks
Standards	<b>Reading:</b> RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.7, RI.11-12.8, RI.11-12.9, RI.11-12.10 <b>Composition:</b> C.11-12.1, C.11-12.4, C.11-12.5, C. 11-12.6, C. 11-12.7 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4 ,

## Unit 5: Memoirs and Identity

Overview: April 10 -- May 16	
Grammar Skills	--Daily Grammar review



Required Readings	--Mitch Albom: <i>Tuesdays with Morrie</i> --Assorted Poetry --Assorted Nonfiction texts
Suggested Writings	--6 Word Memoir --Poetry --Nonfiction Analysis
Arts and Humanities	--Assorted essays and sources pertaining to real-world current issues
Practical Living/Career	--Writing effectively; collaboration; verbal communication
Technology	--Google Classroom/Docs --ELMO for Daily grammar practice --Chromebooks
Standards	<b>Reading:</b> RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.7, RI.11-12.8, RI.11-12.9, RI.11-12.10 <b>Composition:</b> C.11-12.1, C.11-12.4, C.11-12.5, C. 11-12.6, C. 11-12.7 <b>Language:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4 ,

## STANDARDS

Reading Standards for Literature for Grade 11-12	
Key Idea and Details	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. 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 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.
Craft and Structure	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. 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 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.
Integration of Knowledge and Ideas	RL.11-12.7 Analyse diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text RL.11-12.8 (Not applicable to Literature) 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.

Range of Reading and Level of Text Complexity	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.
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### Reading Standards for Informational Text-- Grade 11-12

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>
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	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.

### Composition-- Grade 11-12

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"> <li>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</li> <li>b. 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.</li> <li>c. 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.</li> </ol>
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	<p>d. 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.</p> <p>e. Establish and maintain a task appropriate writing style.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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> <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> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>b. 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.</p> <p>c. 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.</p> <p>d. 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>e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</p> <p>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.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>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> <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> <p>a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>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.</p> <p>c. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.</p> <p>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.</p> <p>e. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p> <p>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>
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	<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

Conventions of Standard English	<p>L.11-12.1 In both written and oral expression:</p> <ol style="list-style-type: none"> <li>a. Demonstrate the understanding that usage is a matter of convention, can change over time, and may be contested.</li> <li>b. Resolve issues of complex or contested usage, consulting references as needed.</li> </ol> <p>L.11-12.2 When writing: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <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"> <li>a. Apply an understanding of syntax to the study of complex text when reading</li> <li>b. Very syntax for effect in writing and speaking, consulting references for guidance as needed.</li> </ol> <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"> <li>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 phrase</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</li> <li>c. Consult general and specialized reference materials to find the pronucations of a word or determine or clarify its precise meaning or its parts of speech.</li> <li>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.</li> </ol> <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations</li> </ol>
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