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COURSE TITLE: English: Expository Writing and Rhetoric 11

COURSE TEXTS:

VOC


COM


GOLD

ORAL

MLA

COURSE DESCRIPTION:

According to the Ignatian Method, Kolbe Academy’s Grade 11 English course has been designed to help form the student’s abilities to effectively Speak, Write, and Act. The lessons of the four component parts of the course—Vocabulary, Composition, Research, and Oral Presentations—are woven together with one another, and with subject matter from other Kolbe 11th Grade courses in order to strengthen and enrich the student’s academic experience. The methodology for writing an extensive research paper is an integral part of this course.

COURSE OBJECTIVES:

This course teaches skills for:

- Writing effective sentences, paragraphs, essays, persuasive pieces, news articles, book reports, business letters, and test essays
- Using words well and continuing to develop vocabulary
- Applying standard composition rules to one’s own writing
- Developing thoughts and ideas logically to become an effective writer and speaker
- Organizing and writing an extensive research paper
SCOPE AND SEQUENCE:

1. Daily composition work
2. Daily vocabulary practice and tests
3. Daily research assignments
4. Dramatic readings from prayers, poems, plays, and hymns of the era of Christendom.
5. Three-Part Semester Exams
6. Application of lessons to History, Literature and other subjects. (You may include a composition grade on essays and reports from other classes. That grade should be a grade for the technical components of the essays, and not for the subject content.)

SKILLS TO BE DEVELOPED:

- Confident use of the English language
- Ability to formulate and effectively communicate, both in writing and speaking, a clear, logically-sound argument
- Sharpen critical thinking skills
- Mastery of the rules and processes of composition writing
- Ability to revise and proofread effectively
- Ability to document sources properly in written works
- Confident ability to write and speak with ease and accuracy

DIPLOMA REQUIREMENTS:

*Summa Cum Laude* students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) as outlined in this English course plan. In 9th grade, *Summa* students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, *Summa* students must pursue the (H) designation in at least two of the following courses: Theology, Literature, or History. In 11th grade, *Summa* students must pursue the (H) designation in at least three of the following courses: Theology, Literature, or History. In 12th grade, *Summa* students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. *Magna Cum Laude* and *Standard* diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. *Magna Cum Laude* students must include a combination of 5 years of English and Literature courses in high school, two of which must be Literature. *Standard* diploma students must include a combination of 3 years of English and Literature in high school.
KOLBE CORE COURSES:

Students seeking the Kolbe Core Course (K) designation need to be able to successfully complete the midterm and semester exams. In order to properly prepare for the exam, Kolbe Core students should complete all the lessons in the composition and vocabulary workbooks and do a selection of the oral assignments. Other assignments (i.e. Goldenburg) can be altered while still successfully preparing the student for the mid-term and semester exams. At the end of each semester, parents should indicate that the student is seeking the Kolbe Core designation by marking the report card with the (K) designation before the course name. Both the completed report card and all of the materials requested of Kolbe Core students listed in the chart on the next page should be included in the semester report package.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each semester. If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisor department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

SEMESTER REPORTING REQUIREMENTS:

<table>
<thead>
<tr>
<th>Designation*</th>
<th>Course Title</th>
<th>English: Expository Writing/Rhetoric 11</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>1. Any TWO samples of written and graded work</td>
<td>1. Complete Midterm 1 Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Complete Semester 1 Exam</td>
<td>2. Complete Semester 2 Exam</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>1. Any TWO samples of written and graded work</td>
<td>1. Complete Midterm 2 Exam</td>
<td></td>
</tr>
</tbody>
</table>

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

GRADING HIGH SCHOOL COMPOSITIONS:

By high school, students should possess a greater capacity for intellectual creativity and independent reasoning. This makes grading your student’s papers much more interesting and engaging, yet also demands more of the teacher in evaluating them. Answer keys are not appropriate for most essays in English. Below are a number of helpful points to look for when evaluating high school compositions.

Clarity – Does it make sense to the reader? Has the student included sufficient information for the reader to understand the basic points, even if the reader is not familiar with the subject matter? Though the reader may not be able to grasp every concept and connection, a good essay should, at the very least make sense. Always encourage students to give enough surrounding information that their point can be understood by an educated reader. A professor used to say, “Write as though you are explaining your point to an educated person, but one that has never read this book, or is unfamiliar with your subject matter. You must give them just enough background that they will be able to understand your work.” For example, if I begin an essay answering the question, “How does one saddle a horse?“:
First, clean and groom the horse thoroughly. Check the horse’s feet for stones, and remove any that are present. Curry and groom the belly and girth area of the horse carefully. Before placing the saddle on the horse’s back, make sure that the saddle pad is in good condition and that the tree and girth strap are sound.

For any reader unfamiliar with horseback riding, this paragraph may seem somewhat unintelligible. The author assumes that the reader knows the language of horsemanship, and he fails to put forward any guiding principles for understanding the significance of each step. In order to achieve greater clarity, the writer might begin the essay as follows:

In order to avoid accident or injury to horse and rider, it is important that the saddler prepares the horse and her equipment properly. To begin, groom the horse carefully, paying special attention to areas that could be irritated during riding. First, check the inside of the horse’s hooves, clean out any rocks or clumps of mud that may be stuck inside. Next, thoroughly clean and groom the horse’s coat, especially those areas that will be under the saddle and girth strap that holds the saddle on. Any burr or dirt in these areas could cause the horse serious discomfort and irritation.

After carefully grooming the horse, check the condition of your equipment, also known as tack. Make sure the saddle pad or blanket is sturdy and breathable so that it will protect the horse from the saddle and vice versa. Look over the saddle. The interior wooden structure called the tree should be sound; if it is not, do not use it. Likewise, all the straps, stirrups and fittings should be in good condition; weak or broken equipment could result in serious accident and injury to the rider and the horse.

The first paragraph answers the question, but the second paragraph gives the reasoning behind the steps, allowing even a reader who has never ridden a horse to understand the process. This is what is meant by clarity in writing. A good high school essay should bring light to the subject at hand, even if the subject is otherwise unknown to the reader. A good rule of thumb in evaluating an essay for clarity is to ask yourself, “Does it make sense?” and “Did I learn something from it?”

**Style & Grammar** – In high school, special care should be invested in helping your student develop a logical, clean, intelligent, and unique writing voice. Begin by evaluating the soundness of logic in the written work.

Then evaluate the simplicity of style. It is important that the student include all the relevant information and any information that directly assists the reader in understanding the essay. However, he should not aim to say every possible thing on the subject. Be concise, both in information included and in the choice of wording.

Next, help your students to develop an engaging style. Encourage them to vary word order, sentence length and vocabulary. Let the students use their own creativity, yet give suggestions on possible changes that can strengthen the essay. (E.g., Is there a more precise word that could have been used here? Would it read more smoothly if the word order was changed slightly, or if a word was left out?)
Write suggestions on the students’ papers and have them utilize the steps of proofreading and revising. Read the paper aloud with the student; this is a quick and easy way to catch most errors and identify weakness of grammar and style. Utilizing these simple practices will help students develop their writing.

**Correctness & Depth** - Often parents feel least able to grade essays in regard to the correctness of content. For many high school essays, however, an essay is created as an exercise in reasoning. Many of the essays the student is assigned do not have a particular right or wrong answer, but test the student’s ability to reason through the assignment and logically demonstrate his own reasoning on the subject. When an essay is seeking particular facts from the student, points that ought to be in the essay are included in the answer keys and notes. For other essays, where an answer key is not appropriate, evaluate the essay on the depth of reasoning demonstrated and on the other criteria discussed above. For some essays, the content is the most essential element.

In this course, the focus is on learning to write a research paper in addition to the standard composition assignments. The student should be providing enough information—with the proper documentation of sources—that the parent will be able to ascertain if the content is correct. The mechanical aspects of the research paper are critically important, and able to be graded fairly easily. Parents should depend on the guidelines provided in the Goldenberg book when evaluating a student’s paper. The “rules” on how to properly format a paper change over time, and it would be best if the most up-to-date information were used.

**Suggested Grading**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Final Exam Grade</th>
<th>Daily Average</th>
<th>SEMESTER AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Vocabulary Exam Grade</td>
<td>Daily average</td>
<td>(Final+(daily*2))/3</td>
</tr>
<tr>
<td>Composition</td>
<td>Composition Exam Grade</td>
<td>Daily average</td>
<td>(Final+(daily*2))/3</td>
</tr>
<tr>
<td>Orals</td>
<td>Final Oral Exam Grade</td>
<td>Daily average</td>
<td>(Final+(daily*2))/3</td>
</tr>
<tr>
<td>Research Paper</td>
<td>N/A</td>
<td>Daily Average</td>
<td>(daily*3)/3</td>
</tr>
<tr>
<td>English 11 Grade</td>
<td>Add the above and divide by three</td>
<td>Add the above and divide by four</td>
<td>Add the above and divide by four</td>
</tr>
</tbody>
</table>

This is your English 11 Semester Grade.
 TERMS & EXPLANATIONS:

- **SYNOPSIS** - Summary of the key points, ideas and/or events.
- **SPEECH** - A talk or argument that is thought out, outlined, and rehearsed. (May use index cards with outline notes.) This is neither read nor written word-for-word beforehand and memorized.
- **IMPROPTU SPEECH** - Same as above, but without time to prepare in advance. A few minutes, no more than five, should be given to the speaker to allow him to organize his thoughts and to begin to formulate the speech.
- **DRAMATIC PRESENTATION** - Memorize and perform.
- **DRAMATIC READING** - The reading should be practiced until it is almost memorized. The reader should be able to use eye contact, body language, and inflections to convey the feelings of the author and help the work come alive.
- **COLD READING** - Similar to dramatic reading, but without having read the material beforehand. This requires the reader to take a little more time and to look several words ahead on the page as he reads aloud.
- **ONE ACT PLAY** - Dramatic spectacle, with no scene changes and few or no props.
- **ORAL PRESENTATION** - A written work orally presented to an audience. This is not a straight reading. The presenter should be familiar enough with his material that his delivery is not wholly reliant upon seeing the words on the page. The presenter should add extra information and engage the audience with answers and explanations as appropriate.

 COURSE PLAN METHODOLOGY:

- During the 2nd semester, in weeks 12-15, the student will write the 2nd research paper of the course.
- Please be aware that occasionally assignments come from non-consecutive pages of the books; make sure to consult the course plan for the correct assignment and page number.
- Assignments that are out of order according to the books are printed in BOLD.
- Goals to concentrate on in each weekly oral assignment are listed in the course plan.
### FIRST SEMESTER

#### WEEK 1

| VOCABULARY | VOC pp. 7-21  
| SUP pp. 8 – 9  | a) Read pages 7-11. Unit 1: All Sections except Writing: Words in Action  
|              | b) Review Phonograms: If you do not already have them memorized, create flashcards and learn them over first semester.  
| COMPOSITION | COM pp. 133-142  
| & inside of the back cover of the book.  | Read COMP pages 133-142 and the inside of the back cover of the book. Study and assign to memory the rules for capitalization, abbreviations, numbers, punctuation, spelling, grammar, and style. Study carefully the proofreader’s symbols on the inside of the back cover. Be sure to refer back to these pages as frequently as necessary as you proceed through the book.  
| RESEARCH PAPER | GOLD  
|              | Exercises Review Table of Contents; Step I (chapter name): Exercises # 1, 2 & 3  
| ORAL | a) Note to Students; Terms and Explanations  
| b) Impromptu Speech: Student may select the topic. If possible, this speech should be taped or recorded, so that the student can look back at the end of the school year and see the progress made.  
| Goals: Pronunciation and enunciation, volume, rhythm, eye contact, posture, ability to engage the audience, emotion  

**Notes**
## WEEK 2

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<th>SUBJECT</th>
<th>ASSIGNMENT</th>
<th>DIRECTIONS</th>
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<tr>
<td>VOCABULARY</td>
<td>VOC pp. 22-29</td>
<td>Unit 2: Definitions, Choosing the Right Word, Synonyms, Antonyms Action</td>
</tr>
<tr>
<td>COMPOSITION</td>
<td>COM pp. 8-14</td>
<td>Read and refer to pp. 8-14 whenever needed as you proceed through the book.</td>
</tr>
<tr>
<td>RESEARCH PAPER</td>
<td>GOLD</td>
<td>Step 1: Ex. # 4, 5, 6 &amp; 7</td>
</tr>
<tr>
<td>ORAL</td>
<td>Dramatic Reading</td>
<td>Dream of the Rood, first 24 lines. Goals: Correctness in reading, pronunciation, and rhythm</td>
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</tbody>
</table>

Notes
## WEEK 3

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<tr>
<td><strong>VOCABULARY</strong></td>
<td>VOC pp. 29-31</td>
<td>Unit 2: Completing the Sentence, Vocabulary in Context</td>
</tr>
<tr>
<td><strong>COMPOSITION</strong></td>
<td>COM pp. 15-17</td>
<td>Read pp. 15-17. Do activities on pp.16 &amp;17.</td>
</tr>
<tr>
<td><strong>RESEARCH PAPER</strong></td>
<td>GOLD</td>
<td>Step 1: Ex. # 8, 9 &amp; Checklist Review</td>
</tr>
<tr>
<td><strong>ORAL</strong></td>
<td>Cold Reading</td>
<td>Present, in Latin, the “Ave Maria”, found in the oral supplement, Everyman’s Journey. Work toward memorizing this selection during the semester. Goals: Correctness of reading, pronunciation and enunciation, volume, rhythm</td>
</tr>
</tbody>
</table>

**Notes**