

**Course Description for English 12/ English 101 and 102 – Dual Enrollment**

**Prerequisite: English 11**

**ACT Score of 20 and GPA of 3.0 (English 101)**

**C or higher in English 101 (English 102)**

**Requirement: A student must be enrolled in both courses of English 101 and English 102**

**\*An extra 0.5 point will added on the 4.0 scale for this dual enrollment course**

English Composition I (English 101) provides instruction and practice in the writing of at least six (6) extended compositions and the development of analytical and critical reading skills and basic reference and documentation skills in the composition process. English Composition I may include instruction and practice in library usage. The semester will also include surveying British literature, including specific novels, plays and poems studied in addition to textbook material. This course will be taught 1<sup>st</sup> semester.

English Composition II (English 102) provides instruction and practice in the writing of six (6) formal, analytical essays, at least one of which is a research project using outside sources and/or references effectively and legally. Additionally, English Composition II provides the information in the development of analytical and critical reading skills in the composition process. English Composition II may include instruction and practice in library usage. The semester will also include surveying British literature, including specific novels, plays and poems studied in addition to textbook material.

## **General Course Competencies**

To complete this course, the student must have, in the instructor's judgment, a reasonable mastery of the following competencies:

- A. The ability to comprehend assigned readings, including poems, plays, and short fiction
- B. The ability to analyze assigned readings in class discussion
- C. The ability to respond to assigned readings by writing effective essays
- D. The ability to use primary and secondary sources effectively and accurately
- E. The ability to use library/electronic resources

## **Course Objectives Stated in Performance Terms**

During the course, the student will do the following under the guidance of the instructor:

- A. Demonstrate comprehension of assigned readings
- B. Analyze in oral and/or written discussions assigned readings
  - 1. Use the language of the genre being studied
  - 2. Use the evidence from assigned readings to support points in analyses
  - 3. Use strategies for writing essays from development of subject through revision of the essay
- C. Plan and write at least six multi-paragraph papers each semester in Standard English (generally accepted spelling, grammar, punctuation, and vocabulary). In following a process approach, writing four extended essays with two significant revisions will meet this requirement.
  - 1. Consider the following elements when planning essays
    - a. Purpose
    - b. Audience
    - c. Organizational structure
  - 2. Utilize pre-writing strategies in planning essays, including, but not limited to
    - a. Brainstorming
    - b. Free writing
    - c. Outlining
  - 3. Write an essay that reflects the following structure
    - a. An introductory paragraph that
      - (1) Begins effectively
      - (2) Contains a thesis statement
        - (a) To restrict the topic sufficiently for detailed development
        - (b) To express clearly the student's purpose in writing the paper
    - b. Body paragraphs, each of which
      - (1) Contains a topic sentence
        - (a) To express clearly one aspect of the thesis statement
        - (b) To indicate logical development of the thesis statement
        - (c) To control the size and scope of the respective paragraphs
      - (2) Contains specific, concrete details that both relevantly and adequately support the topic sentence

- c. An effective concluding paragraph
- 4. Revise an essay so that it reflects the following attributes
  - a. Refined thesis statement
  - b. Improved paragraph development and organization
  - c. Added new material and/or additional support
  - d. Improved sentence structure and word choice
- 5. Edit an essay so that it is free of fundamental grammar and mechanics errors that, in the instructor's judgment, undermine the impact of the paragraph or essay, such as:
  - a. Sentence boundary problems (comma splice, fused sentence, fragment, run-on sentence)
  - b. Disagreement of subject and verb
  - c. Excessive spelling errors
  - d. Verb and pronoun usage errors
- D. Use primary and secondary sources (library/electronic) for an assigned project

# ENGLISH/LANGUAGE ARTS STANDARDS FOR 12<sup>TH</sup> GRADE

## Reading Standards for Literature

### Key Ideas and Details:

RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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; provide an objective summary of the text.

RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### 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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### Integration of Knowledge and Ideas:

RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.)

(RL.11-12.8 not applicable to literature)

RL.11-12.9

Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including 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 Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-CCR text complexity band independently and proficiently.

## Reading Standards for Informational Text

### Key Ideas and Details:

RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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 provide a complex analysis; provide an objective summary of the text.

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.

### Craft and Structure:

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 (e.g., how Madison defines *faction* in *The Federalist* No. 10).

RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

### Integration of Knowledge and Ideas:

RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

### Range of Reading and Level of Text Complexity:

RI.11-12.10

By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-CCR text complexity band independently and proficiency.

# Writing Standards

## Text Types and Purposes:

W.11-12.1

Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.A

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.

W.11-12.1.B

Develop claim(s) and counterclaims 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.

W.11-12.1.C

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 counterclaims.

W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2

Write **informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2.A

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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.11-12.2.B

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.

W.11-12.2.C

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.

W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3

Write **narratives** to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.3.A

Engage and orient the reader by setting out 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.

W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.C

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.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **Production and Distribution of Writing:**

W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grades 11-12 [here](#).)

W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### **Research to Build and Present Knowledge:**

W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches 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.

W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9.A

Apply *Grade 12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

W.11-12.9.B

Apply *Grade 12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

## **Range of Writing:**

W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## **Speaking and Listening Standards**

### **Comprehension and Collaboration:**

SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

### **Presentation of Knowledge and Ideas:**

SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 1 and 3 for specific expectations.)



## Language Standards

### Conventions of Standard English:

L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.A

Observe hyphenation conventions.

L.11-12.2.B

Spell correctly.

### Knowledge of Language:

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.

L.11-12.3.A

Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

### Vocabulary Acquisition and Use:

L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

L.11-12.6

Acquire and use accurately 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.

**Language Progressive Skills: The following standards from Grades 3-9 should have continued attention with increased rigor.**

**Conventions of Standard English:**

- Ensure subject-verb and pronoun-antecedent agreement.
- Choose words and phrases for effect.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., *to/too/two*; *there/their*).
- Choose words and phrases to convey ideas precisely.<sup>1</sup>
- Choose punctuation for effect.
- Recognize and correct inappropriate shifts in verb tense.
- Use punctuation to separate items in a series.<sup>2</sup>
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- Vary sentence patterns for meaning, reader/listener interest, and style.<sup>3</sup>
- Maintain consistency in style and tone.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- Recognize and correct inappropriate shifts in verb voice and mood.
- Use parallel structure.

**Knowledge of Language**

- Maintain consistency in style and tone.

**Vocabulary Acquisition and Use:**

- Choose words and phrases for effect