

Kolbe Academy Home School

GRADE ELEVEN ENGLISH: EXPOSITORY WRITING AND RHETORIC 11

Sadlier-Oxford Vocabulary Workshop Level F

Sadlier Writing Workshop Level F

Everyman's Journey

Writing a Research Paper

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COURSE TITLE: English: Expository Writing and Rhetoric 11

COURSE TEXTS:

- VOC** ❖ **Vocabulary Workshop Level F.** Jerome Shostak. Sadlier-Oxford: New York, 2005. (T1436)
❖ **Vocabulary Workshop Level F Teacher's Manual.** Sadlier-Oxford: New York, 2005. Optional, (T1436A)
- COM** ❖ **Writing Workshop Level F.** Sadlier: New York, 2009. (T1521)
❖ **Writing Workshop Level F Teacher's Manual.** Sadlier: New York, 2009. Optional (T1521A)
- GOLD** ❖ **Student Guide to Writing a Research Paper: A Step-By-Step Approach.** Phyllis Goldenberg. Sadlier-Oxford: New York, 2004. (T1550)
- ORAL** ❖ **Everyman's Journey: 11th Grade English Supplement.** The Kolbe Oral Presentation Series, Vol. III. Kolbe Academy: Napa, California, 2008. (T1412)
- MLA** ❖ **MLA Handbook for Writers of Research Papers (6th edition).** Joseph Gibaldi. MLA: New York, 2003. (T1439)

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 Quarterly 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) or Kolbe Honors (H) course 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, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, 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 AND HONORS COURSES:

- ❖ **Students seeking the Kolbe Academy Honors course (H) designation** need to complete all of the readings and assignments listed in this course plan. At the end of each quarter, parents should indicate that the student is seeking honors by marking the report card with the (H) designation before the name of the course. Both the completed report card and all of the materials requested of honors students listed in the chart on the next page should be included in the quarterly report package.
- ❖ **Students seeking the Kolbe Core Course (K) designation** need to be able to successfully complete the quarterly 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 quarter exams. At the end of each quarter, 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 quarterly report package.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) 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 quarter. If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

REQUIRED SAMPLE WORK:

Designation*		K	H
Course Title	English: Expository Writing/Rhetoric 11	English: Expository Writing/Rhetoric 11	English: Expository Writing/Rhetoric 11
Quarter 1	1. Any written sample work	1. <i>Complete</i> Quarter 1 Exam	1. <i>Complete</i> Quarter 1 Exam 2. A Vocabulary Assignment 3. A Composition Assignment 4. Sample Bibliography Card
Quarter 2	1. Any written sample work	1. <i>Complete</i> Quarter 2 Exam	1. <i>Complete</i> Quarter 2 Exam 2. A Vocabulary Assignment 3. A Composition Assignment 4. Final Outline of Research Paper
Quarter 3	1. Any written sample work	1. <i>Complete</i> Quarter 3 Exam	1. <i>Complete</i> Quarter 3 Exam 2. A Vocabulary Assignment 3. A Composition Assignment 4. Final Draft of 3 rd Quarter Research Paper
Quarter 4	1. Any written sample work	1. <i>Complete</i> Quarter 4 Exam	1. <i>Complete</i> Quarter 4 Exam 2. A Vocabulary Assignment 3. Research paper 4. Completed Research Paper

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

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.
- **IMPROMPTU 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 fourth quarter, in weeks 5-8, the student will write the second 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 are listed in the course plan.

◆ ◆ ◆ **FIRST QUARTER** ◆ ◆ ◆

WEEK 1		
VOCABULARY	VOC pp. 7-15 SUP pp. 8 – 9	a) Vocabulary of Vocabulary b) Review Phonograms: If you do not already have them memorized, create flashcards and learn them over first quarter.
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 pp. iii-iv, pp. 7-14	Exercises # 1, 2 & 3

<p>ORAL</p>	<p>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</p>	
<p>Notes</p>		
<p>WEEK 2</p>		
<p>VOCABULARY</p>	<p>VOC pp. 16-20</p>	<p>Grammar & Writing, Working with Analogies, Diagnostic Test</p>
<p>COMPOSITION</p>	<p>COM pp. 8-14</p>	<p>Read and refer to pp. 8-14 whenever needed as you proceed through the book.</p>
<p>RESEARCH PAPER</p>	<p>GOLD pp. 14-19</p>	<p>Ex. # 4, 5, 6 & 7</p>
<p>ORAL</p>	<p>Dramatic Reading: <i>Dream of the Rood</i>, first 24 lines. Goals: Correctness in reading, pronunciation, and rhythm</p>	
<p>Notes</p>		