

Objectives:

1. To foster the idea of writing as an ongoing process, rather than an isolated event.
2. To enhance writing usage skills such as correct punctuation, agreement, sentence structuring, and sentence variety.
3. To improve paragraph structuring and transitions in maintaining unity and coherence in writing.
4. To help students discover their own writers' voices by creative word choice and identification of tone and mood.
5. To foster a greater interest in, and greater appreciation for, creative writing.
6. To better prepare students for the demands of college research writing.
7. To improve reflective, analytical, research, expository, descriptive, narrative, and dramatic writing.
8. To spark students' interest in personal journal writing.
9. To help students further develop and refine oral presentation skills.

Text:

Kemper, Dave, Patrick Sebranek, and Verne Meyer. *Write Source: Grade 12*. Wilmington,

Mass.: Great Source, 2009. ISBN 978-0-669-00677-3.

## First Trimester:

### I. *Narrative Writing*

- A. Essay Assignment – Writing the College Entrance Essay – pgs. 155-161
  - i. 500 – 600 words
- B. Writing Lessons
  - i. Sentence variety – pgs. 82 – 83; 303
  - ii. Unity and Coherence
    - 1. definitions – pgs. 598-599
    - 2. transitions – pgs. 595-596
  - iii. Figurative Language and Sound Devices – pgs. 368-369
- C. Grammar and Usage
  - i. Fragments/Run-ons
    - 1. pgs. 86-87
    - 2. *Write Source Daily language Workouts* pgs. 18, 22, 30
    - 3. *Write Source Skillsbook* pgs. 159 – 163
  - ii. Quotations and Underlining
    - 1. 634-637
    - 2. *Write Source Skillsbook* pgs. 33 - 34
  - iii. Comma Use – 608-617

### II. *Response to Literature*

- A. Essay Assignment – Responding to Prompts about Literature – pgs. 323-339
  - i. 2 pages in length
- B. Writing Lessons
  - i. Thesis Statements, Introductions, and Conclusions pgs. 592-597
- C. Grammar and Usage
  - i. Parallelism – p. 191
  - ii. Phrases – pgs. 742-744
  - iii. Subordinate Clauses – pgs. 744-745
  - iv. Sentence Structure – pgs. 748-749
- D. *KMHS Style Sheet*
  - i. “I. Introduction” – “II. F.1.”
  - ii. “II.F.2” – “IV. Works Cited”
    - 1. Working with quote formats, documentation, and Works Cited

### III. *Research Writing*

- A. Essay Assignment – Research report – pgs. 371-435
  - i. 4-5 pages in length
- B. Writing Lessons
  - i. Using Source Materials – pgs. 372-373
  - ii. Library, Reference Works, and other Sources – pgs. 374-382
  - iii. Writing Responsibly
    - 1. *Write Source* – pgs. 419-424
    - 2. *MLA Handbook for Writers of Research Papers, 6<sup>th</sup> Edition*  
Joseph Gibaldi
      - a. Plagiarism, pgs. 65-75
      - b. Teachers have this book, students DO NOT. Teachers may create notes, photocopy, or use the visualizer to present the information.
  - iv. Smooth Integration of Quotations – pg. 302

- v. Punctuation Used in Research Papers - *Write Source Skillsbook* pg. 35
- vi. MLA Style – *Write Source Skillsbook* pg. 37
- C. *KMHS Style Sheet*
  - i. “V. Note Cards/Source Cards”
- D. Research Resources
  - i. “The Accidental Plagiarist: The Myths, The Truths and What It All Means for Teaching & Learning” – 27 minute Turnitin webcast
    - 1. [http://pages.turnitin.com/WC\\_090513\\_Recording.html?](http://pages.turnitin.com/WC_090513_Recording.html?)
- E. Grammar and Usage Handbook
  - i. Dangling/Misplaced Modifiers – p. 88
  - ii. Comparing Adjectives and Adverbs – pgs. 728-731
  - iii. Unclear Comparisons – p. 190

#### IV. *Editing and Proofreading Marks*

- A. Back Cover
  - i. Students are responsible for the editing and proofreading marks found on the inside-back cover of the *Write Source* text.
  - ii. Students should practice the use of these marks during their peer evaluation work.
  - iii. Students will be required to use these marks when necessary on their trimester and comprehensive exams.

### Second Trimester:

#### I. *Research Writing*

- A. Essay Assignment – Writing a Research Paper (APA Style Documentation) – pgs. 425 – 428; 437- 438.
  - i. We will use the “Writing an Essay of Opposing Ideas” assignment – pgs. 163-202
  - ii. 2-3 pages in length
- B. Writing Lessons
  - i. Sentence Improvement – pgs. 83-85
  - ii. APA Style *Write Source Skillsbook* pgs. 36, 38
- C. Research Resources
  - i. “What’s Wrong with Wikipedia? Best Practices for Evaluating Student Sources” – 30 minute Turnitin Webcast
    - 1. [http://pages.turnitin.com/WC\\_013113\\_recording.html?](http://pages.turnitin.com/WC_013113_recording.html?)
  - ii. APA PowerPoint – Purdue Owl
    - 1. <https://owl.english.purdue.edu/owl/resource/560/01/>

#### II. *Expository Writing*

- A. Essay Assignment – Responding to Expository Prompts – pgs. 211 - 217
  - i. 2 pages in length
- B. Grammar and Usage
  - i. Pronoun Use
    - 1. Agreement – pgs. 251, 756-757
      - a. Pronouns Shifts - *Write Source Skillsbook* – pgs. 178 - 179
    - 2. Pronoun Case – pgs. 194; 710.1-711
    - 3. Making Pronoun References Clear – *Write Source Skillsbook* – pg. 147



### **III. *Creative Writing***

- A. Essay Assignment – Writing Plays – pgs. 351-360
  - i. 4 pages in length
- B. Grammar and Usage
  - i. Rambling, Deadwood, and Wordy Sentences – *Write Source Skillsbook* – pgs. 164, 168

### **IV. *Narrative Writing***

- A. Writing a Personal Narrative – pgs. 141-154
  - i. 2 pages in length
- B. Grammar and Usage Handbook
  - i. Subject/Verb Agreement – pgs. 250; 752-757
  - ii. Shifts in Construction - *Write Source Skillsbook* – pgs. 175
  - iii. Using the Right Word – pages 678-697

### **V. *Oral Presentation: Students are to present the work of another writer.***

- A. Delivering Your Presentation – pg. 446
- B. Students will read a 3 minute presentation of a work by another author.
- C. Please make students aware that they will have a 2<sup>nd</sup> public speaking assignment to be presented in Trimester 3.
  - i. See “Third Trimester: II.A”

### **Third Trimester:**

#### **I. *Writing Across the Curriculum***

- A. Essay Assignment
  - i. Writing in the Arts: Performance Review – pgs. 503-504
    - 1. Movie review: Students will view a full length film in class and write a formal review of it.
- B. Grammar and Usage Handbook
  - i. Active and Passive Voice Verbs
    - 1. pgs. 186, 722(.2)
    - 2. *Write Source Skillsbook* – pg. 91

#### **II. *Oral Presentation: Students are to present a piece of their own writing.***

- A. Students will read a 1-2 minute edited and proofread version of their College Entrance Essay, Narrative, or other original piece, as per the directions of the instructor.
  - i. Students should be notified of this assignment in Trimester 2.