

<b>DEPARTMENT: ENGLISH</b>	<b>COURSE TITLE: EXPOSITORY WRITING</b> <b>COURSE NUMBER: 034A OR 034B (HONORS PORTFOLIO )</b>
<b>GRADE(S): 11-12</b>	<b>PRE-REQUISITES (IF ANY): NONE</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Writing Essays	Term-long	<ul style="list-style-type: none"> <li>The Autobiographical Essay <i>Examples: reflections upon old photographs, childhood experience, place, two perspectives divided by time</i></li> <li>The Documentary Essay: <i>Examples: cause-effect, comparison-contrast, statistical speculation, natural science “layman” essay, process-analysis, classification</i></li> <li>The Indirect Essay: <i>Examples: metaphorical writing, narrative “stealth” essay, ironic writing</i></li> <li>The “Style” Essay: <i>Examples: the sensory-description essay, the “six-word sentence” essay, the “quantification” essay</i></li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Revise essays creatively.</li> <li>Take audience into consideration.</li> <li>Vary organizational-patterns.</li> <li>Experiment with muscular description.</li> <li>Employ narrative for expository purposes.</li> <li>Play with stylized language.</li> <li>Proofread and assess peers’ writing.</li> <li>Employ a specific, utilitarian critical vocabulary for editing.</li> <li>Observe grammatical conventions.</li> <li>Cite sources and recognize the drift into plagiarism.</li> <li>Make correct use of MLA style work-cited list.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of revised essays</li> <li>Assessment of student’s making active use of revision-process</li> <li>Class participation self-assessment</li> <li>Course portfolio</li> <li>Student-introduction to course portfolio</li> </ul>	<p>Language: 1, 2, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 13, 15, 17</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p>
Assembling a Commonplace Book		<ul style="list-style-type: none"> <li>Student-selected readings (teacher-approved), excerpted</li> <li>Personal/analytical responses (variety required)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Practice active readership.</li> <li>Concentrate the analysis of text.</li> <li>Try open-ended empathetic response (“A writer is a reader moved to open emulation.”—Saul Bellow).</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of variety and experimentation in commonplace entries</li> </ul>	<p>Language: 1, 2, 3, 4, 5, 6</p> <p>Literature: 8, 9, 10, 11, 14, 15, 16, 17, 18</p> <p>Composition: 19, 20, 21, 22, 23, 24, 25</p> <p>Media: 26, 27</p>