

DEPARTMENT: ENGLISH	COURSE TITLE: EXPOSITORY WRITING
GRADE(S): 11-12	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Writing Essays	Term-long	<p>The Autobiographical Essay <i>Examples: Reflections upon old photographs, Childhood experience, Place, Two perspectives divided by time</i></p> <p>The Documentary Essay: <i>Examples: Cause-effect, Comparison-contrast, Statistical speculation, Natural science “layman” essay, Process-analysis, Subgroup Classification</i></p> <p>The Indirect Essay: <i>Examples: Metaphorical writing, Narrative essay (on meeting a stranger), Ironic writing, “gap”-format essay</i></p> <p>The “Style” Essay: <i>Examples: The synesthesia-description essay, the “Six-Word Sentence” essay, the “quantification” essay, the “bend” personal essay</i></p>	<p>Revision used as a creative process</p> <p>Considerations of audience</p> <p>Organizational-patterns</p> <p>Descriptive writing</p> <p>Narrative modes</p> <p>Experimental use of stylized language</p> <p>Proof-reading and assessment of peers’ writing</p> <p>Employment of a specific, utilitarian critical vocabulary for editing</p> <p>Observing grammatical conventions</p> <p>Citing sources and recognizing the drift into plagiarism</p> <p>Correct usage of MLA style work-cited list</p> <p>The discipline of being an active reader</p> <p>Concentrated analysis of text</p> <p>Open-ended empathetic response (“A writer is a reader moved to open emulation.”—Saul Bellow)</p>	<p>Evaluation of revised essays</p> <p>Assessment of student’s making active use of revision-process</p> <p>Class participation self-assessment</p> <p>Course portfolio</p> <p>Student-introduction to course portfolio</p>	<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>

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Assembling a Commonplace Book	Term-long	<p>Student-selected readings (teacher-approved), excerpted</p> <p>Personal/analytical responses (variety required)</p>	<p>The discipline of being an active reader</p> <p>Concentrated analysis of text</p> <p>Open-ended empathetic response <i>("A writer is a reader moved to open emulation."—Saul Bellow)</i></p>	<p>Assessment of variety and experimentation, not of correctness (teacher does not write corrections into notebook)</p>	<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>