

Course Lead Sheet

	Course Title <h1 style="margin: 0;">Composition I</h1>	
	Theme / Master Question	How do different purposes for writing call for different forms of writing?
Time / Schedule: 10 Credit Hours 1 period/day M- T-W-Th-F Aim: 30% Lecture/ discussion 70% Practice/ Performance	Course Description: This course transitions students from grammar to logic as they review the basic narrative forms practiced in 5th and 6th grade and increasingly develop their own compositions. Students move from writing that merely summarizes to writing that considers why and how something happened. Students review and practice the following progymnasmata: narrative, comparison, and description. Throughout, students analyze and imitate great writing to improve their writing style and organization, as well as complete <i>copia</i> , vocabulary, and grammar exercises to help in their reading comprehension and writing style. At the beginning of the year, students complete an intensive tutorial in typing.	
Key Teacher Resources: <i>Writing with Skill 3</i> by Susan Wise Bauer <i>Our Mother Tongue</i> by Nancy Wilson <i>Vocabulary from Classical Roots A</i> by Norma Fifer and Nancy Flowers Subscription for each student to typing.com See Course Scope and Sequence for a complete list.	Primary Teaching Goals Students will be able to: Composition <ol style="list-style-type: none"> 1. summarize a narrative (review from 5th and 6th grades) 2. write a condensed summary, analyzing passage for the most important concepts. 3. identify and distinguish between main ideas and sub-ideas in a passage by creating 3-and 4-level outlines of the passage. 4. transform a sentence in multiple ways using <i>copia</i> techniques. 5. identify the main idea of a paragraph and write topic sentences. 6. avoid plagiarism, and use and correctly format citations. 7. research an assigned topic and incorporate findings into their papers. 8. write introductions and conclusions appropriate for their compositions. 9. write a narrative ordered by the significance of events. 10. write a narrative ordered by cause and effect. 11. write an instructional sequence. 12. use the scientific method to create a hypothesis, devise and perform an experiment, then write an experimental sequence. 13. write a compare/contrast essay. 14. write an essay on a poem or poems, including commentary on the poem's form, meter, rhyme scheme, and meanings. 15. write descriptions of places and narratives ordered by chronology. 16. identify and avoid logical fallacies (see fallacy review in Week 12, Lesson 4). Grammar and Vocabulary <ol style="list-style-type: none"> 17. identify the parts of speech and use them properly in writing. 18. diagram sentences and explain how and why a sentence works the way it does. 19. argue for the most logical word or sentence choice. 20. use learned vocabulary words in their own writing. 21. distinguish between shades of meaning in synonyms. 22. use Latin and Greek roots of words and context clues to determine an unknown word's meaning. 23. successfully answer standardized exam questions as a result of vocabulary exercises. Other <ol style="list-style-type: none"> 24. touch type at 30+ WPM. 25. use word processing tools to format paper to teacher's requirements in Google Docs or Word. 	
	Primary Teaching Methods	

<p>Key Student Texts: <i>Our Mother Tongue</i> by Nancy Wilson <i>Vocabulary from Classical Roots, A and B</i>, Norma Fifer and Nancy Flowers Keyboard covers Subscription for each student to typing.com</p>	<p>Class should be conducted around the following parameters:</p> <ol style="list-style-type: none"> 1. introduce and discuss new types of compositions with students; 2. students carefully listen to or read instructions in student workbook; students may read instructions aloud, or narrate back to teacher the instructions to ensure understanding; 3. direct analysis and discussion of passages as well as guide students in focusing on elements to imitate from sample passages; 4. use rubrics in teaching manual to provide limited written feedback on compositions that students can immediately apply on their next composition (for example, note one strength and two areas to work on for next composition); 5. as is helpful, substitute passages students are reading in their Ambrose literature, science, or history classes for passages in Bauer's book, and/or have students complete similar writing techniques learned in composition when completing writing assignments in history, literature, or science; 6. for compositions where students choose their topics, topics should be integrated with subject matter from other Ambrose courses; 7. use peer editing as is helpful; 8. as appropriate, students can present their written work to the rest of the class.
<p>Curriculum Guide: Vision Statement Curriculum Roadmap Course Lead Sheet Course Scope and Sequence Course Syllabus Gold Sheet Source Docs. Lesson Plans Rubric</p>	<p>Primary Measures and Assessments Student work should be evaluated according to the following guidelines:</p> <ol style="list-style-type: none"> 1. approximate breakdown of grades: 35% essay work, 25% homework, 30% tests/quizzes, and 10% participation; 2. evaluate students' writing based on rubrics in the instructor manual, preparing the students throughout the assignment to meet the expectations of the rubric, including your expectations for application of grammar principles; 3. provide targeted feedback (only what can be applied by a student to next composition) on select compositions; 4. four to five complete compositions should be graded per quarter, plus at least one weekly exercise and regular vocabulary quizzes.

Course Scope and Sequence

	<h2>Composition I</h2>			
<p>Master Skills, Ideas, or Knowledge Taught</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Apply principles of grammar to written work. <input type="checkbox"/> Learn and practice touch typing skills. <input type="checkbox"/> Organize compositions according to different principles, such as significance, chronology, instructional sequence, description, etc. <input type="checkbox"/> Use context and knowledge of Greek and Latin roots to understand meanings of new words. 			
<p>Complete Texts and Materials List</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Writing with Skill 3</i>, student workbook and instructor text <input type="checkbox"/> <i>Our Mother Tongue</i> by Nancy Wilson <input type="checkbox"/> <i>Vocabulary from Classical Roots, A and B</i>, Norma Fifer and Nancy Flowers <input type="checkbox"/> Keyboard covers for each student <input type="checkbox"/> Subscription to typing.com for each student 			
<p>Suggested Quarterly Schedule</p>	<p style="text-align: center;">Quarter 1</p> <p>2–3 week typing intensive (use computer lab and typing covers)</p> <p><i>Writing with Skill</i> weeks 1–5 (includes narrative)</p> <p>Vocabulary</p> <p>Grammar</p>	<p style="text-align: center;">Quarter 2</p> <p><i>Our Mother Tongue</i>, Unit 2</p> <p><i>Writing with Skill</i> weeks 6–7, 10–11, 12–13 (Includes instructional sequence)</p> <p><i>Our Mother Tongue</i>, Unit 3</p> <p>Vocabulary-approx 8 chapters (Book B)</p>	<p style="text-align: center;">Quarter 3</p> <p>Emphasis on Writing and Composition</p> <p><i>Writing with Skill</i> weeks 15–19, 22–23 (includes description)</p> <p><i>Our Mother Tongue</i>, Unit 3</p> <p>Vocabulary-approx 8 chapters (Book B)</p>	<p style="text-align: center;">Quarter 4</p> <p>Emphasis on Writing and Composition</p> <p><i>Writing with Skill</i> weeks 24–25, 28–30 (Includes compare/contrast essay,</p> <p><i>Our Mother Tongue</i></p>

Suggested Sample Week / Unit at a Glance	Aim to complete each <i>Writing with Skill</i> lesson in 5–7 days.