

University High School English Department

Course title: SOPHOMORE WRITING

1 semester course: 1/ English 2 credit
 Prerequisite: Successful completion of Freshman English
 Grades: 10 **Course required for graduation

Content	Skills	Benchmarks
<p>Review</p> <ul style="list-style-type: none"> • Process of Writing • Basic Grammar • Vocabulary from Grade 9 <p>Computer Operational Knowledge</p> <ul style="list-style-type: none"> • Keyboarding • Software Manipulation • Internet/email Use • Scanning <p>Core Units</p> <ul style="list-style-type: none"> • Expressive/Narrative Writing <ul style="list-style-type: none"> --personal experience --letter --journals • Informative Writing <ul style="list-style-type: none"> --extended definition --documented paper --essay exams (theme format) --summary and precis • Assertion and Proof <ul style="list-style-type: none"> --advertisement for a cause --film or book review 	<p>Speaking</p> <ul style="list-style-type: none"> • Oral Sharing • Whole Class Discussion <p>Listening</p> <ul style="list-style-type: none"> • For Notes • For Directions • For Evaluation <p>Reading</p> <ul style="list-style-type: none"> • Research Materials <ul style="list-style-type: none"> --print --online • Assigned Essays and Short Fiction • Peer Essays • Texts • Directions <ul style="list-style-type: none"> --for information --for evaluation --for analysis 	<p>Speak and Listen More Effectively, As Evidenced by their Ability to:</p> <ul style="list-style-type: none"> • Read aloud more effectively and dramatically • Identify characteristics of effective speaking and listening and incorporate them into their own oral communication practices <p>Read with Greater Understanding and Appreciation, as Evidenced by their Ability to:</p> <ul style="list-style-type: none"> • Analyze works of literature in terms of their setting, plot, character, and theme • Recognize various literary devices in context. <p>Write More Effectively, as Evidenced by their Ability to:</p> <ul style="list-style-type: none"> • Utilize a process approach to writing to produce multiple drafts of a written text, showing evidence of invention, drafting, revision, self and peer editing and proofreading.

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<p>Reading Core Units</p> <ul style="list-style-type: none">• Nonfiction/Essays• Multicultural Fiction and Nonfiction <p>Vocabulary Study</p>	<p>Writing</p> <ul style="list-style-type: none">• Modes of Discourse• Pre-Writing Strategies• Organizational Patterns• Drafting, Revising, Peer Editing• MLA Documentation <p>Critical Thinking</p> <ul style="list-style-type: none">• Levels of Questions• SOAPS Analysis• LIDDS Analysis• Evaluation of Research Findings	<ul style="list-style-type: none">• Identify the topic, audience, purpose forum and genre of written works, including their own.• Begin to analyze sample texts in order to determine their conventional characteristics, with the intent of incorporating those conventions into their own writing.• Produce final drafts which are audience appropriate, purposeful, well developed, effectively organized, clear, coherent, and cohesive, incorporate a variety of sentence patterns, demonstrate effective word choice and are grammatically and mechanically correct.• Become more effective peer respondents and editors.• Effectively incorporate new vocabulary into their writing. <p>Conduct Age Appropriate Research, as Evidenced by Their Ability To:</p> <ul style="list-style-type: none">• Construct appropriate research questions.• Identify potential sources of information.• Conduct primary research through the use of interviews and surveys.• Use both traditional and technological tools to conduct secondary research at both the U-High and Illinois State University libraries.
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