



Course Title: Advanced Composition II

Description: Advanced Composition II offers highly motivated students an opportunity to study a college-level English curriculum consisting of expository and persuasive writing developed through critical reading. The course places strong emphasis upon composition skills and written interpretation by exploring structure, style, research, and documentation. Advanced Composition II corresponds to ENG 106 in the DMACC course.

DMACC Course Description that highlights the length of essays: Composition II is a continuation of Composition I. Students will analyze, synthesize, and evaluate texts. Effective academic research is also emphasized. Assignments may include expository and persuasive writing appropriate to academic and professional contexts. Students will write and revise three or more essays, including a research-based argument, and produce a minimum of 20 pages of prose. Academic integrity is a key expectation of this course.

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Engages in Complex Text</u>	<ul style="list-style-type: none">• Apply college-level reading skills to academic and professional texts (ENG 106)• Read a variety of academic and professional texts, primarily non-fiction (ENG 106)• Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11-12.1) (DOK 1,2,3)	Students will engage in a variety of complex texts, applying college-level reading skills to literary works
<u>Analysis of Text</u>	<ul style="list-style-type: none">• Analyze rhetorical strategies found in academic and professional texts (ENG 106)• Determine a text's audience, purpose, thesis, and context (ENG 106)• Restate texts by summarizing, paraphrasing, and quoting (ENG 106)• Determine how ideas, structures, or other textual features influence interpretation, including rhetorical situations and social, cultural, and historical contexts (ENG 106)	Students will analyze professional and academic texts focusing on rhetorical strategies in informational text.



<u>Research</u>	<ul style="list-style-type: none">• Integrate sources to support research-based projects (ENG 106)• Synthesize ideas from multiple sources to reframe in new contexts (ENG 106)• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.11-12.7) (DOK 2,3,4)• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (W.11-12.8) (DOK 1,2,3,4)• Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7) (DOK 3,4)	Students will synthesis relevant research into their own writing accurately.
<u>Argumentative Writing</u>	<ul style="list-style-type: none">• Illustrate claims using research sources (ENG 106)• Argue in response to continuing dialogues within and beyond academic disciplines(ENG 106)• Recognize various points of view (ENG 106)• Integrate audience-based persuasion techniques (ENG 106)• Evaluate multicultural, social or global perspectives for diverse audiences (ENG 106)• Synthesize ideas from multiple sources to reframe in new contexts (ENG 106)	Students will argue in response to continuing dialogues within and beyond academic disciplines.



	<ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.11-12.1) (DOK 3,4) • Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9) (DOK 2,3,4) 	
<u>Writing Process</u>	<ul style="list-style-type: none"> • Evaluate individual writing processes to produce college-level essays and projects (ENG 106) • Generate early drafting and revision strategies, including conference, workshop, or individual and peer feedback (ENG 106) • Compose clear, concise prose (ENG 106) • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (W.11-12.4) (DOK 3,4) • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 1,2,3,4) 	Students will engage in the writing process to produce clear and coherent writing that is specific to task, purpose, and audience.
<u>Informative/Explanatory Writing</u>	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2) (DOK 3,4) 	Students will write an informative/explanatory essay that conveys complex ideas clearly and accurately.
<u>Language</u>	<ul style="list-style-type: none"> • Construct syntactically sound sentences using varied, appropriate vocabulary (ENG 106) 	Students will effectively apply knowledge of language to utilize



	<ul style="list-style-type: none">• Use standard rules of grammar, punctuation, mechanics, and spelling (ENG 106)• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1) (DOK 1,2)<ul style="list-style-type: none">○ Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (L.11-12.1a)○ Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (L.11.12.1b)○ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.11-12.5) (DOK 2,3)○ Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6) (DOK 1,2)	and manipulate written and oral communication.
<u>Speaking and Listening</u>	<ul style="list-style-type: none">• Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1) (DOK 1,2,3)<ul style="list-style-type: none">○ Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as	Students will engage in speaking and listening in a variety of formal and informal contexts.



	<ul style="list-style-type: none">needed. (SL.11-12.1b)<ul style="list-style-type: none">○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1d)● Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2) (DOK 3,4)● Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5) (DOK 1,2,3)	
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