

Kolbe Academy

ENGLISH 1: COMPOSITION AND GRAMMAR HIGH SCHOOL

Warriner's Handbook, Third Course
Write Better Essays in 20 Minutes a Day
Sadlier Vocabulary Workshop Enriched Edition Level D
MLA Handbook Eighth Edition

TABLE OF CONTENTS

SYLLABUS.....	1
COURSE DESCRIPTION:	1
COURSE TEXTS:.....	1
COURSE OBJECTIVES:.....	1
SKILLS TO BE DEVELOPED:	2
AT A GLANCE:.....	2
SCOPE AND SEQUENCE:	3
TERMS & EXPLANATIONS:.....	3
GRADING METHODOLOGY:.....	4
DIPLOMA REQUIREMENTS:.....	4
REQUIRED SAMPLE WORK:.....	5
COURSE PLAN.....	6
FIRST SEMESTER.....	6
SECOND SEMESTER.....	28
ASSIGNMENT ANSWER KEYS	48
FIRST SEMESTER.....	48
SECOND SEMESTER.....	59
EXAMS.....	72
EXAM ANSWER KEYS	95
APPENDIX	108
TIPS FOR ADAPTING THIS CURRICULUM:	108
TIPS FOR GRADING MAJOR ASSIGNMENTS:	110

Resale & Copying Policy: This course plan and all accompanying materials are not intended for resale or copying. Copying represents copyright infringement, which is illegal. Regarding reselling the materials, Kolbe Academy relies upon the continued purchase of our course plans for financial stability. As a Catholic Apostolate, we ask you to refrain from reselling Kolbe's course plans. While we cannot stop you from copying or reselling this course plan, we do strongly implore you not to do so.

COURSE TITLE: English 1: Composition and Grammar**COURSE DESCRIPTION:**

According to the Ignatian method, Kolbe Academy's English courses are designed to help form the student's abilities to effectively speak, write, and act. As this is a composition course, the emphasis is on writing in an academic setting. The composition work is complimented by a review of the first subject of the Trivium: Grammar. (Logic and Rhetoric, as the other two subjects in the Trivium, are covered in the sophomore and junior year English Composition classes). Studies in Vocabulary are included here as well. Thus, Vocabulary and Grammar are woven in with the Composition to strengthen and enrich the student's grasp of the English language and prepare them to write high school level papers. Please see course plan methodology if the student is seeking the Kolbe Academy Core (K) designation for this course.

COURSE TEXTS:

- | | |
|----------------------|--|
| VOCABULARY
(VOC) | <ul style="list-style-type: none"> ❖ Shostak, Jerome. <i>Vocabulary Workshop Level D Enriched Edition</i>. Sadlier, 2012. ❖ Shostak, Jerome. <i>Vocabulary Workshop Level D Enriched Edition, Teacher's Edition</i>. Sadlier, 2012. |
| COMPOSITION
(WBE) | <ul style="list-style-type: none"> ❖ <i>Write Better Essays in 20 Minutes a Day</i>. 3rd Edition. Learning Express, LLC: 2012. ❖ <i>MLA Handbook Eighth Edition</i>. Modern Language Association of America, 2016. ❖ <i>Purdue Online Writing Lab (OWL)</i>. owl.purdue.edu |
| GRAMMAR
(WH) | <ul style="list-style-type: none"> ❖ <i>Warriner's Handbook Third Course</i>. Holt, Rinehart and Winston. 2008. ❖ <i>Warriner's Handbook Third Course, Teacher's Edition</i>. Holt, Rinehart and Winston. 2008. OPTIONAL ❖ <i>Kolbe Academy</i>. English 1 Grammar Answer Key |

Note: The textbook abbreviations noted above will appear throughout the course plans: *Vocabulary Workshop* (VOC), *Write Better Essays* (WBE), and *Warriner's Handbook* (WH). While the Warriner's handbook contains some instruction on MLA style, the *MLA Handbook Eighth Edition* should be consulted for "final" answers about style and proper source documentation for major assignments. The *Purdue Online Writing Lab (OWL)* is a handy "back up" for style related questions, especially those for which no answers can be found in the printed manual.

COURSE OBJECTIVES:

- ❖ To impart a deeper understanding of the writing process: brainstorming, outlining, drafting, and revising
- ❖ To introduce students to the rules and conventions of academic writing

- ❖ To prepare the student to write a variety of commonly assigned, academic essays: persuasive, expository, compare/contrast, and timed
- ❖ To review the basic rules of English grammar and mechanics so that each thought can be expressed more clearly and logically
- ❖ To better train the eye to proofread and revise
- ❖ To improve organization, argumentation, and development in the student's writing

SKILLS TO BE DEVELOPED:

The student will learn how to:

- ❖ Define a topic and write a solid thesis statement
- ❖ Employ a variety of brainstorming and organizational strategies for better ease in drafting
- ❖ Draft an essay with a proper introduction, body, and conclusion
- ❖ Develop and support ideas using several argumentation techniques and a variety of evidence
- ❖ Incorporate in-text citations and a Works Cited list when quoting outside sources
- ❖ Thoroughly revise an essay in three stages (revise, edit, proofread)
- ❖ More easily identify grammatical and mechanical errors
- ❖ Write and speak with better diction through the learning of 300 new words
- ❖ Present a well-formatted, polished academic paper in accordance with MLA conventions

AT A GLANCE:

Quarter 1- Many weak essays are the result of poor planning. In Quarter 1, the student will do a review of basic mechanics and spelling, while learning various “pre-writing” strategies. The goal is to lay a solid foundation “for the house”: to be able to write a good thesis and a well-organized outline.

Quarter 2- A sentence is a thought, and each thought must be expressed logically. In Quarter 2, the student will review the structure of a sentence, with emphasis on phrases, clauses, run-ons and fragments. The student will also learn to combine strong sentences into well-developed paragraphs, incorporating support from outside sources. The goal is to “build the house”: to write a persuasive essay with proper source documentation.

Quarter 3- A first draft is just the beginning. In Quarter 3, the student will quickly draft an expository essay. Three weeks of in-depth grammar will jog the memory about more advanced grammar principles and train the eye to catch errors. The goal of quarter 3 is to “inspect the house”: to learn how to revise, edit, and proofread an essay.

Quarter 4- Now it is time to practice applying the lessons from Quarters 1-3 on pre-writing, drafting, and revising. The student should now aim to write correctly *as well as effectively*, identifying personal areas of weakness and strategies for improvement. The goal of Quarter 4 is to “build two more houses”: to practice the steps of the writing process but now in a more compressed manner, first writing a compare/contrast essay and then a timed essay.

SCOPE AND SEQUENCE:

1. Weekly Composition, Vocabulary, and Grammar work
 - **Note:** The Grammar assignments come from non-consecutive pages in the course text. Be sure to consult the course plan for the correct assignment and page number. The same goes for assignments in the MLA manual.
2. Five Major Assignments:
 - Quarter 1- Outline
 - Quarter 2- Persuasive essay with proper MLA citing
 - Quarter 3- Expository essay with an emphasis on revision
 - Quarter 4- Compare/contrast essay & Timed essay
3. Three-Part Exams (Vocabulary, Grammar, Composition)

TERMS & EXPLANATIONS:

- ❖ MECHANICS - the rules of the written language, such as capitalization, punctuation and spelling.
- ❖ GRAMMAR - the study or use of the rules about how words change their form and combine with other words to express meaning.
- ❖ USAGE - the way in which words are used by the people who speak and write a particular language. Example: He is my *friend*. / He *friended* me online.
- ❖ EXPOSITORY ESSAY – an essay which seeks to explain, inform, describe and define
- ❖ PERSUASIVE ESSAY – an essay which seeks to persuade or convince, usually written on a controversial topic (sometimes called an “argumentative” essay)
- ❖ COMPARE/CONTRAST ESSAY – an essay which seeks to show the similarities and differences between two things for a variety of potential purposes, including understanding and illumination, and sometimes (but not always) argumentation or evaluation
- ❖ TIMED ESSAY -- any essay written under strict time constraints, such as for standardized tests

Note: To keep things concise, this curriculum uses the term “Grammar” to refer to grammar, mechanics and usage.

GRADING METHODOLOGY:

The following grading methodology is suggested, but as with all of Kolbe Academy's high school courses, the course plan is designed to be tailored by parents to meet the educational needs of their student(s). For detailed guidelines on adapting the curriculum, grading papers, and grading major assignments check the Appendix of this course. For specific Diploma and Kolbe Core (K) course requirements see below in the course syllabus.

Vocabulary Unit Tests: 20%

Weekly Composition, Grammar, and MLA assignments: 25%

Major Assignments: 25%*

Exams: 30%

*You might want to allow the student to revise major assignments to get a portion of the points back.

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. ***Summa*** students must fulfill the requirements for the Kolbe Core (K) as outlined in this English course plan. In 9th grade, ***Summa*** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, ***Summa*** students must pursue the (H) designation in at least two of the following courses: Theology, Literature, or History. In 11th grade, ***Summa*** students must pursue the (H) designation in at least three of the following courses: Theology, Literature, or History. In 12th grade, ***Summa*** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. ***Magna Cum Laude*** and ***Standard*** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If the student is not pursuing either of these designations, the parent has the option of altering the course plan as desired. ***Magna Cum Laude*** students must include a combination of 5 years of English and Literature courses in high school, two of which must be Literature. ***Standard*** diploma students must include a combination of 3 years of English and Literature in high school.

KOLBE CORE COURSE REQUIREMENTS:

- ❖ **If a student is seeking the Kolbe Core (K) course designation**, he needs to be able to successfully complete the midterm and semester exams. In order to properly prepare for the exam, Kolbe Core students must complete all the **grammar**, **composition**, and **vocabulary** lessons. Other assignments (i.e. MLA Handbook) can be altered while still successfully preparing the student for the exams. At the end of each semester, parents should indicate that the student is seeking the Kolbe Core designation by marking the report card with the (K) designation before the course name. Both the completed report card and all of the materials requested of Kolbe Core students listed in the chart on the next page must be included in the semester report package.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each semester.** If you have any questions regarding what is required for the (K) designation or diploma type status, please contact the academic advisor department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

REQUIRED SAMPLE WORK:

Designation*	No Designation	K
Course Title	English 1: Composition and Grammar	English 1: Composition and Grammar
Semester 1	Any TWO samples of written and graded work from Semester 1.	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam
Semester 2	Any TWO samples of written and graded work from Semester 2.	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course.

◆◆◆ FIRST SEMESTER ◆◆◆

WEEK 1		
Note to Student: Become familiar with the WBE and MLA books. Conduct an initial evaluation of your writing. Review the parts of speech and rules for capitalization.		
VOCABULARY	VOC None	
COMPOSITION	WBE pp. 1-15	<p>Note: Some lessons in WBE refer to and draw upon work done in previous lessons. Be sure to save your Composition work in a special folder, labeled by chapter, assignment, and page number for easy reference.</p> <p>a) Read WBE pages 1-7. b) Take "Part 1: Diagnostic Test" on pp. 9 and 11. Then check your answers against the answer key on p. 165. Mark which ones you got wrong. Save the results for comparison purposes at the end of the year. c) Do "Part 2: Essay Assignment" on p. 14. d) After you have written your essay, complete the assignment by following the directions on page 166.</p>
GRAMMAR	WH p. 2 WH pp. 246-254 WH pp. 511-549	<p>Chapter 1, Parts of Speech: Take Diagnostic Test. Read, review and practice in Chapter 1 as necessary, depending on results.</p> <p>Chapter 10, Capital Letters: Read rules 10a. - 10.f.12. (Note: They appear in red.) Do exercises 3 and 4, even numbers only. Be sure to save your graded Grammar work so that, before the midterm, you can remember which chapters you most need to review.</p>

◆ COURSE PLAN ◆

		Skim “Grammar at a Glance” and the “Index” to familiarize yourself with what can be found there
<p>Note to Instructor: 1) Parts of speech (Chapter 1) will not be on the exam. If the student’s understanding of the parts of speech is weak, however, a review is recommended. 2) For more information about using capital letters in quotations, see WH, p. 315. This might be of special interest to fiction writers. 3) The student should save the graded Grammar work so that, before the midterm, he or she can remember which chapters they most need to review.</p>		

WEEK 2		
<p>Note to Student: Learn how to be clear about your task before you start writing. Learn what sources are and why it is important to document them. Review the rules of punctuation, with a special emphasis on how and where to use commas.</p>		
VOCABULARY	VOC None	
COMPOSITION	WBE pp.17-27	Lesson 1: a) Read pages 17-27. b) Do Practice Exercises 1 – 3.
	MLA pp. 3-18	Read pp. 3-18 for an introduction to the MLA Handbook.
		<p>MLA Assignment</p> <p>Write a one-paragraph summary in response to the following questions: <i>What are sources and why is it important to document them? How does the MLA manual help you with this?</i></p>
GRAMMAR	WH pp. 265-274, 280-288	<p>Chapter 11, Punctuation: a) Read rules 11a. - 11f, and 11i. - 11l. (Skip “Independent Clauses” and “Nonessential Phrases and Clauses” for now.) b) Do exercises 3, 9, and 10, even numbers only.</p>
<p>Note to Instructor: The student should be able to identify the key direction word in any writing prompt, and if the prompt lacks a key direction word, the student should be able to figure out which direction word is implied in the prompt. A clear understanding of the differences between the words listed on page 21 (WBE) is needed in order to write an “on target” thesis.</p>		

WEEK 3

Note to Student: Begin working on Vocabulary. Practice narrowing your topic and coming up with a tentative thesis statement. Review more rules for Punctuation, with a special emphasis on the apostrophe, to avoid muddling your sentences.

VOCABULARY	VOC pp. 7-11	Read pages 7-11. Unit 1: All Sections except Writing: Words in Action
COMPOSITION	WBE pp. 29-33	Lesson 2: a) Read pages 29-33. b) Do Practice Exercises 1 and 2.
GRAMMAR	WH pp. 326-341	Chapter 14, Punctuation: a) Read rules 14a. - 14h. b) Do exercises 1, 2, and 7, even numbers only.
<p>Note to Instructor: Parents may want to familiarize themselves with the teacher's pages (blue pages) at the front of the Teacher's Edition of the Vocabulary text. This volume also offers an online component. Use it at your discretion.</p>		