

Kolbe Academy Home School

ENGLISH 2: COMPOSITION AND LOGIC HIGH SCHOOL

Writing a Research Paper

Socratic Logic

Sadlier Vocabulary Workshop Enriched Edition Level E

MLA Handbook Eighth Edition

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COURSE TITLE: English 2: Composition and Logic**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 second subject of the Trivium: Logic (Grammar being the first, and Rhetoric the third, each covered in the ninth and eleventh grade English classes respectively). Studies in Vocabulary are included here as well. Thus, Vocabulary and Logic 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 that demonstrate critical thinking and successful argumentation. 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 E Enriched Edition</i>. Sadlier, 2012. ❖ Shostak, Jerome. <i>Vocabulary Workshop Level E Enriched Edition</i>, Teacher's Edition. Sadlier, 2012. |
| COMPOSITION
(WRP, HANDOUTS,
MLA) | <ul style="list-style-type: none"> ❖ Goldenberg, Phyllis. <i>Writing a Research Paper</i>. 3rd Edition. Sadlier, 2010. ❖ High School English 2: Composition and Rhetoric Handout Packet of essays <ul style="list-style-type: none"> • Provided at no charge with the course plan in the Parent Portal, in print for enrolled students receiving printed course plans, or as a digital download when the course plan is ordered from the bookstore. ❖ <i>MLA Handbook Eighth Edition</i>. Modern Language Association of America, 2016. |
| LOGIC (SL) | <ul style="list-style-type: none"> ❖ Kreeft, Peter. <i>Socratic Logic</i>. Edition 3.1. St. Augustine's Press. 2010. |
| LOGIC STUDY GUIDE
(LSG) | <ul style="list-style-type: none"> ❖ Kolbe Academy. <i>Socratic Logic Study Guide</i>. Kolbe Academy Press, 2020. |

ADDITIONAL COMPOSITION RESOURCE:

PURDUE □ *Purdue Online Writing Lab (OWL)*. owl.purdue.edu

Note: While *Writing a Research Paper* 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 teach students the rules and conventions of scholarly research.
- ❖ To provide the student with a solid grounding in the principles of classical logic that will help with defining and dividing terms.
- ❖ To develop the student's critical thinking and analytical skills so the student can read and write with more depth and insight.
- ❖ To help the student move beyond the limitations of the five-paragraph essay.
- ❖ To teach students about the three acts of the mind and how the reasoning process works.
- ❖ To help the student identify various logical approaches and stylistic choices, to better understand how those choices affect a written work.
- ❖ To improve the student's diction.
- ❖ To teach the students about the relationship between logic and truth.

SKILLS TO BE DEVELOPED:

The student will learn how to:

- ❖ Conduct research, including a thorough evaluation of source material
- ❖ Utilize style manuals to ensure proper documentation of sources
- ❖ Compile and present research in an organized and well-documented fashion
- ❖ Write an annotated bibliography
- ❖ Distinguish a term from a proposition from an argument
- ❖ Define and divide terms, both technically and more generally
- ❖ Identify material and formal fallacies
- ❖ Identify an argument and understand what it says
- ❖ Classify arguments, describe their strategies, and evaluate their validity
- ❖ Put a statement in ordinary language into logical form (syllogism)
- ❖ Write thoughtful analytical and argumentative essays
- ❖ Write and speak with better diction through the learning of 300 new words

AT A GLANCE

In Semester 1 the student will take a step-by-step approach to writing an Evaluative/Analytical research paper, from gathering sources to taking notes, writing an outline to drafting. At the end of Semester 1 the student will have written an Evaluative/Analytical research paper with an annotated bibliography. Many students find Semester 1 of this course to be easier than Semester 2. Students should, if they feel comfortable, feel free to work faster through Semester 1, so that they might leave more time in the year to work on Semester 2.

In Semester 2 the student will study basic principles of logic, by reading and doing exercises which can be self-checked for correctness. The student will also apply those lessons by reading five classic essays, along with some other texts, and writing essays in which they are asked to identify, classify, describe,

summarize, analyze and/or evaluate arguments. The student will also write an argumentative essay of his or her own, exercising one practical application of logic.

SCOPE AND SEQUENCE:

Many students find Semester 1 of this course to be easier than Semester 2. Students should, if they feel comfortable, feel free to work faster through Semester 1, so that they might leave more time in the year to work on Semester 2.

1. Weekly Composition and Vocabulary work (with Logic in Semester 2)
2. Major Composition Assignments:
 - Source evaluation project (part of annotated bibliography), beginning of Q1
 - Outline of Evaluative/Analytical research paper, end of Q1
 - Draft of Evaluative/Analytical research paper, middle of Q2
 - Final draft of Evaluative/Analytical research paper, end of Q2
 - Outline of an argument, beginning Q3
 - Analytical Essay, end of Q3
 - Analytical and Evaluative Essay, end of Quarter 4
 - Argumentative Essay, end of Quarter 4
3. Three-Part Exams (Vocabulary and Composition, with either Research or Logic)

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). Please see "Kolbe Core Course Requirements" below in this syllabus and Appendix B: Tips for Adapting This Curriculum at the end of this course plan.

Vocabulary Unit Tests: 20%
 Weekly Composition and Logic 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. See Appendix C: Tips for Grading Major Assignments at the end of this course plan.

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 all 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 (K) 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 **composition, logic** 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 materials requested of Kolbe Core students listed in the chart below 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 Advisory Department at 707-255-6499 ext. 5 or by e-mail at advisors@kolbe.org.

REQUIRED SAMPLE WORK:

Designation*	No Designation	K
Course Title	English 2: Composition and Logic	English 2: Composition and Logic
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. This course is not eligible for the Honors (H) designation.

◆◆◆ FIRST SEMESTER ◆◆◆

WEEK 1		
Note to Student: This week you will learn what makes for a good topic for a research paper by reading about the nature of definitions and learning some new techniques for identifying a topic. You might not use each of these techniques in identifying and narrowing a topic every time you to write a research paper, but by practicing all of them this week, you can learn which ones work best for you.		
VOCABULARY	VOC pp. 7-21	Read introductory pages 7-11 Unit 1: All Sections except Writing: Words in Action
LOGIC	SL: pp. 123-130	Read "Chapter IV: Definition," paying special attention to pp. 127-129, which should help you with your composition work this week. Don't worry if some of the reading doesn't make sense yet. You will not be tested on logic concepts until Semester 2. Consider it extra help for now. To test your understanding, try some of the exercises on pages 130-131. (You can find the answers in the back of the book.)
COMPOSITION	WRP pp. i-vi, 7-21	Read: Foreword, Appendix A, and Step 1 Do: Exercises 1-10 Note: You are <i>strongly encouraged</i> to write an Evaluative/Analytical research paper instead of an Informational/Factual one. (See page 8 of WRP.) This will help you "ramp up" for Semester 2 of this course.
Note to Parent: At the end of this week, the student should have a topic that is appropriate for a research paper, while being neither too broad nor too narrow. To better prepare for Semester 2 of this course, students are <i>strongly encouraged</i> to write an Evaluative/Analytical research paper instead of an Informational/Factual one. See page 8 in WRP for an explanation of the two types of research papers.		

WEEK 2

Note to Student:

This is a very important week. You will learn the difference between primary sources and secondary sources, as well as how to find sources and “size them up.” The work this week will prepare you for next week’s Major Assignment, but it will also help you to become more discerning, thinking more about where information comes from and hopefully developing a healthy skepticism toward the things that you read, especially things you read online. Do peek ahead to see what you will have to do next week, for which this week’s work acts as preparation.

VOCABULARY

VOC pp. 22-31

Unit 2: All Sections except Writing: Words in Action

COMPOSITION

WRP pp. 22-35

Read: Step 2 (first part)

Do: Exercises 1-5, 8-9, and 11. Consider exercises 6, 7 or 10, and complete any that might be pertinent to your project.

Note to Parent:

While the WRP text only recommends 2-3 days to find sources (see page 10 in the student edition), this course plan spends two weeks on Step 2. In the age of the Internet, it is important for students to learn what makes for a good, reliable source, as they are accustomed to typing search terms into a search engine and simply reading the first five websites that pop up. Furthermore, students are strongly encouraged to stand up, step away from the Internet, and go out, into the world to conduct some research! To this end, they should visit a library, consult a community source, or conduct an interview or survey. At the very least students should try to visit a library in person sometime in the next two weeks, if possible. Librarians can be *extremely* helpful in guiding students toward helpful sources, both print and digital. Becoming familiar with libraries and being exposed to the (free!) services available therein will be helpful to students in college and beyond.

WEEK 3

Note to Student:

This week you will identify your sources, get started on a working bibliography, and submit your proposed sources for approval. Your sources must be approved before you move on to Step 3. Be sure to save your work from this week as you can use it later when you write your Annotated Bibliography. This is also a great time to become better acquainted with your MLA manual, which covers the same information as WRP but in more depth.

VOCABULARY	VOC None	None
COMPOSITION	WRP pp. 35-46	<p>Read: Step 2 (second part). Important! Your WRP text includes outdated directions from the 7th edition of the MLA Handbook. It is recommended that you staple together pages 37-42 in your WRP to remind yourself not to follow these instructions. Instead, follow the guidelines in your MLA Handbook on pages 3-20, and the more specific instructions on pages 21-53, if you need details about how to record the information in a particular core element.</p> <p>Do: Exercises 11-13 and have them graded to make sure you are on the right track. Then, do Exercises 14-15.</p>
	MLA pp. 3-20	Read: pages 3-20
	PURDUE	<p>https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html</p> <p>URL's may change over time. Please see note in Major Assignment instructions below.</p>

Major Written Assignment: Turn in proposal for sources used.

To get started on your major assignment, type "Purdue Owl Annotated Bibliography" into a search engine and find the suggested page for reading. (URL's change, but with the right search terms, you can easily find it). Read about what an annotated bibliography is and why they are useful. Writing one can be great preparation for a research paper, if you have the time at this stage in the project. However, we are not going to write one yet, because you probably won't have the time this week to read through your sources in depth. Reading and skimming will take place at the note-taking phase, at which point you will become better acquainted with the content of your source, so you will write your annotated bibliography at the end of the quarter, when you are very familiar with each source. It is important to understand the purpose of one now, however, because you are selecting your sources and that requires vetting your sources, or thinking about who wrote them, where they came from, and if they will be good sources for your project. You want to decide now whether each source will be worth your time and if it will contribute something to your work overall.

So, this week, select the sources that you think are the best to use (3-6 sources), and write a short paragraph defending each one and explaining why you think it will be a good source for your project. Before you can write your paragraph, you might have to do a bit of research on the source itself.

In each paragraph:

- Identify the author. Who is this person or group? Does the author have a title (like Dr.) that would lend credibility to their writing? What is their background? Are they someone who is popularly known as a writer? Are they a scientist? Do they teach somewhere? Have they written extensively on any subjects? Are they published in hard copy?
- Explain the author's credentials and what makes him or her credible. An anonymous blogger is going to have less credibility than a peer-reviewed journalist or an established professor. This credibility becomes important when you realize that theories and analyses are never universal: scholars can be writing about the same subject and give diametrically opposed analyses. Knowing who the author is and about his viewpoint and reputation can help you understand the scholarly publication process; it will also teach you that most sources will bring prejudices or agendas of one kind or another to the table.
- Explain any other work the author has published on the subject.
- Identify their vehicle for publication (website, book, magazine, etc.) and explain why it is credible.
- At a glance, can you tell if this source has any discernible personal viewpoints or opinions? (If they do, that is not necessarily a bad thing; but it is good to be aware of and in that case, you will want to make sure that your research is balanced.)
- Include a short list of sources that you used to identify and research each author.

Note to Parent:

It is recommended that Exercises 11-13 be completed and graded first, before the student moves on with the rest of the work for this week. The student should have all sources gathered and approved by the end of the week so that note-taking can begin next week.