

Lesson list for Honors Composition and Research

1. excerpt from Weisel's *Night* – Reviewing comma usage (1 day)
2. PSAT / SATW Practice tests (minimum of three—use to teach grammar also; these can be used as 4-5 practice questions per day at the beginning of class for homework and then as tests)
3. Parts of speech and other grammar (grammar booklet/handbook; I have students create some type of project that requires them to identify a list of parts of speech and give syntactical examples) (1-2 days)
4. Syntax – *Voice Lessons* (2-3 days)
5. Faulkner's Nobel Prize Acceptance Speech; annotation and syntactical analysis (first essay assignment – in CP I have substituted Bush's 9/11 address to the nation. I usually do this within the first 1-2 weeks to get their first writing sample. (2-3 days)
6. Diction practice exercises (from *Voice Lessons*) (1-2 days)
7. Diction – annotation and short writing on Hughes' "Mother to Son." Explain how diction relates to attitude of speaker. (This small assignment is major to their development in writing about literature, using partial quotes, and explaining the connotation of words and how they relate to attitude; highly recommended) (1-2 days)
8. *Writing Research Papers* abbreviations (worksheet – this is optional depending on whether students have to purchase the book) (1-2 days)
9. I-Search Project (I have a handout on this if you'd like to use it – the problem would be if your library doesn't have the same reference materials – you can tailor it to your needs; **see handout**) (2-3 days)
10. I—Search poem (write a free verse poem using as many of the words as they can from their research)
11. Works Cited entries practice (1 day)
12. Odds and Ends and Means exercise from *Lively Art of Writing* (1-2 days)
13. *On Writing Well, Chapter 2* exercise (1 day)
14. Practice syntax, sentence length, etc. (1 day)
15. Avoid "is when" and "is where" language; use of who, whom, which and that; use of nonsexist language (1 day)
16. Anne Bradstreet documented essay—review all facets of poetry (theme, figures of speech, allusion, conceit, meter, rhyme, etc.) organization, coherence incorporating quotations, documentation, five-paragraph essay; suggested poems: "Upon the Burning of Our House," "To My Dear and Loving Husband," and "In Reference to Her Children." (I have handouts on this that I would be happy to share – this is an important activity that I **highly** recommend; **see handout**) (4-5 days)
17. "Chunks" of writing: topic sentence, quote, and commentary (1-2 days)
18. *Lively Art of Writing*—Active / Passive voice (also Strunk & White) (1-2 days)
19. *Voice Lessons*—Details (1-2 days)
20. grammar practice with complements (1-2 days)
21. elements of plot—use charts with "The Sniper" and "The Interlopers" (2-3 days)
22. Robert F. Kennedy speech on Martin Luther King (can use Unitedstreaming video on King) (short paper or rhetorical analysis) (1-2 days)
23. Description—"showing, not telling"; write descriptive essay (2-3 days)
24. Dialogue writing practice (for narration)(1 day)
25. Narrative writing -- Write children's' book or short story (I use the story of King Midas from *The Metamorphoses* and they write a story that follows the wish wanted, wish granted, wish regretted pattern) (2-3 days)
26. Phrases and clauses practice (1-2 days)
27. Verbals (participles, gerunds, infinitives) (1-2 days)
28. Setting—Ray Bradbury video & "There Will Come Soft Rains" –timed in class essay on setting and how it contributed to theme (3-4 days)
29. Making sentences longer and shorter (1-2 days)

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30. Sentence structure (S, CD, CX, CD-CX) (1-2 days)
31. Cinderella story (**see handout**) (1-2 days)
32. Parallelism— see exercise in *Lively Art* (1-2 days)
33. Introduction to elements of argumentation (conclude unit with DRQ essay in response to quotations) (2-3 days)
34. Logical fallacies – standard terms (1 day)
35. SAT essay (Persuasive essay practice) /(Argumentative essay practice) (1 day)
36. Characterization—“The Catbird Seat” / poetry—“Lucinda Matlock,” “George Gray,” etc. (short paper or character map – learn characterization terms) (2-3 days)
37. Tone— (from *Voice Lessons*) (2-3 days; I always do diction before tone to explain how diction impacts attitude)
38. Tone—“Richard Cory” ; short, visceral response (explain how attitude is created by language of the poem) (1-2 days)
39. Details –(from *Voice Lessons*) (1-2 days)
40. Imagery – from *Voice Lessons* (1-2 days)
41. short paper on Imagery – “A Dirge” by Shelley (1-2 days)
42. WRP—titles, use of numbers, abbreviations, etc. (worksheet) (1-2 days)
43. Sound of Sentences –loose and periodic and balanced—*Lively Art of Writing* and *Strunk and White* (1-2 days)
44. Theme –(use poems of your choice to teach theme and how should be phrased when writing about literature. I use the following: “Fire and Ice” by Frost, “I Sing, too, America” by Hughes, “The Bean Eaters” by Gwendolyn Brooks, and “Woman with Flower” by Naomi Padgett. (2-3 days)
45. Writing 15 sentence types (1-2 days) **see handout**
46. Sentence combining skills (1-2 days)
47. Figurative Language terminology –(metonymy, synecdoche, oxymoron, metaphor, etc.) (1-2 days)
48. Sound devices (euphony, cacophony,); suggested poems: “Annabel Lee,” “The Raven,” and “The Bells.” (1-2 days)
49. TP-CASTT (mnemonic device for explicating poetry; teach and provide practice) (possibly develop into short paper – I use as a test grade in response to a poem of student’s choice) **see handout** (1-2 days)
50. Dash, colon practice; use of “however” (1 day)
51. AP Questions – Einstein (although it’s designed for AP, I use this because it fits in with argument and a lesson I’ve done on dropping the bomb. I use it in CP because it addresses the same research standard). (1-2 days)
52. WRP--note taking (1-2 days)
53. Analysis of Whitman’s “A Noiseless Spider” as an intro to research paper; TP-CASTT in response; Whitman note cards from criticism as practice for research. (You could use any poem for this; we just happened to have good criticism for this poem. Basically we practice using notecards and source cards in class to see what it’s like in the library. See comments below for #53. (4-5 days)
54. Research skills—choose appropriate topic, thesis, etc. (30 cards for research) (1-2 days)
55. Research paper (minimum of 8 paragraphs—analysis of poetry) (one week in library for research; suggested writing paper in class the following week, 2-3 paragraphs a day as a grade) (4-5 days)
56. Begin unit with practice synthesis question on “dropping the bomb.” Work in groups to develop arguments for and against dropping the bomb on Hiroshima. Use handouts and highlight key points to develop argument. **see handout** (2-3 days)
57. 2nd research paper—argumentative topic; 5-7 paragraphs (2-3 days LMC time). Use DISCUS database to research information.

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58. Other poems: "Twilight Comes Twice"
 "The South"
 "15-sentence poem"
 "Two-Tone poem" (this is mostly for creative writing purposes – I don't have handouts for these, but feel free to insert your own creative poetry exercise here)
59. Daily Latin / Daily Foreign phrase (I give students one phrase daily for enrichment and then quiz when appropriate)
60. Grammar poetry (more creative writing)
61. Exam—documented essay, objective test, identification (or sometimes I will do a timed in class argumentative essay)
62. Revisions of all short and long papers for PORTFOLIO

#53 comments: This lesson takes a little explaining.

I give students three pieces of criticism in response to Whitman's poem. Then they take three notes (one from each source) and make source cards for each source (6 total cards, although this year I added the poem as a primary, so that would be 7 cards total). The sources I give them reflect the types of sources they'll use in the library for poetry research (book with an author, book with an editor and no author, article reprinted in a book). Then I grade the cards they do in class and return them before students go to the library. They can use those cards as models and answers their questions (HUGE time saver)