



Course Outcome Summary

(EADCOM) (AP English Language & Composition)

Course Information:

Description:

The AP English Language and Composition course focuses on rhetorical analysis of nonfiction text and the development and revision of well-reasoned, evidence-centered analytical and argumentative writing. This course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both the reading and writing should make students aware of interactions among a writer's purposes, readers expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing.

– 2014 The College Board

Instruction Level: 12

Total Credits: 2

Course Standards:

College and Career Readiness Standards Skill Band (33-36) Writing level (6)

AND

AP College Board Standards for AP Language and Composition

Essential Question: Students will focus on reading various texts. These readings will facilitate informed citizenship and thus increase students' capacity to enter into consequential conversations with others about meaningful issues. Students will gain skills in gathering quality source materials representing particular conversations, which they will use to write reasonable and informed analysis and arguments which will help further develop their intellectual growth.

- Students will write in several forms (narrative, expository, analytical, and argumentative essays) about a variety of subjects (public policies, popular culture, personal experiences).
- Students will write essays which will proceed through several stages of drafts with revisions aided by the teacher and peers.
- Students will write in informal context (imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
- Students will write expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- Students will read a wide variety of nonfiction readings (essays, journalism, political writing, science writing, nature writing autobiographies/biographies, diaries, history,

criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.

- Students will learn to analyze how graphics and visual images both relate to written text and serve as alternative forms of text themselves.
 - Students will learn research skills and the ability to evaluate, use, and cite primary and secondary sources.
 - Students will write several researched argument papers, of varying length, which beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
 - Students will learn how to cite sources using recognized editorial styles such as MLA.
 - Students will receive teacher instruction and feedback on writing assignments, both before and after the revisions, that help students develop the following skills:
 - Wide-ranging vocabulary used appropriately and effectively
 - Variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
 - Balance of generalization and specific, illustrative details
 - Effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
- 2014 The College Board

Prerequisites: Successful completion of Junior English or AP Literature and Composition

Textbooks: Includes but not limited to:

Payne, Lucile Vaghan. *The Lively Art of Writing*. New York, Penguin Books, 1965.

Rosenwasser, David and Jill Stephen. *Writing Analytically: Sixth Edition*. Boston, Wadsworth Cengage Learning, 2012.

Unit

Fall Semester: Focuses on Research, Evaluate and Cite sources, Writing frequency and fluency

1. Narrative Descriptive Essay
2. Conventions of Standard English
3. Persuasive Research Paper
4. Definition Paper
5. Compare and Contrast Paper
6. Cause and Effect Paper
7. Argument Paper

Spring Semester: Focuses on Rhetorical strategies, Analysis, and Synthesis of research to enhance argument writing to facilitate informed citizenship and increase students' capacity to enter into consequential conversations about meaningful issues

- 8. Purpose of Writing: Voice, Audience, Context (Literacy Narrative paper)**
- 9. Rhetorical Conversations: Multicultural Rhetoric (Literary Analysis paper)**
- 10. Feminist Rhetoric (Literary Analysis paper)**
- 11. Political Rhetoric/Rhetoric of Protest (Protest Poster/Advertisement)**
- 12. Writing for Persuasion (Persuasive Research paper)**
- 13. Writer's Portfolio**

Unit Outlines

1. Narrative Descriptive

Students will be able to:

- Identify the purpose of a word, phrase, or sentence when the purpose is complex (e.g., anticipating a reader's need for background information) or requires a thorough understanding of the paragraph and essay
- Maintain a precise focus on discussing the specific issue in the prompt throughout the essay
- Determine whether a complex essay has met a specified goal
- Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples
- Show effective movement between general and specific ideas and examples
- Use a word, phrase, or sentence to accomplish a complex purpose, often in terms of the focus of the essay
- Determine the need for transition words or phrases, basing decisions on a thorough understanding of the paragraph and essay
- Provide an introduction or conclusion to or transition within a paragraph or essay, basing decisions on a thorough understanding of the paragraph and essay (e.g., linking the conclusion to one of the essay's main images)
- Delete redundant and wordy material that involves specific language or complex concepts or where the material is redundant in terms of the paragraph or essay as a whole
- Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is specific
- Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)
- Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb
- Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts
- Delete punctuation around essential/restrictive appositives or clauses
- Use a colon to introduce an example or an elaboration

2. Conventions of Standard English

Students will be able to:

- Show competent use of language to communicate ideas by:
 - correctly employing most conventions of standard English grammar, usage, and mechanics, with a few distracting errors but non that impede understanding
 - generally choosing words that are precise and varied
 - using several kinds of sentence structures to vary pace and to support meaning
- Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, - expressing meaning through connotation)
- Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs
- Use commas to avoid ambiguity when the structure or language is sophisticated (E.G., to set off a complex series of items)
- Use punctuation to set off a nonessential/nonrestrictive appositive or clause
- Use a semicolon to link closely related independent clauses
- Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)
- Correctly use reflexive pronouns, the possessive pronouns its and your, and the relative pronouns your, and the relative pronouns who and whom

Punctuation:

Students will be able to identify and correct the usage of:

- Commas
- Semi-Colon
- Colon
- Dash

Structure:

Students will be able to identify and correct writing errors including:

- Fragments
- Run-On
- Shifted-Construction
- Misplaced Modifiers
- Dangling Modifiers

Students will be able to Create Complex Sentence Structure Using:

- Compound Verbs and Sentences
- Appositives
- Participles
- Adjective Clauses
- Adverb Clauses

3. Persuasive Research Paper

Students will be able to:

- Show advanced understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion
- Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt
- Examine different perspectives by researching and evaluating primary and secondary sources
- Evaluate implications and/or complications of the issue
- Anticipate and fully respond to counterarguments to the writer's position
- Maintain a precise focus on discussing the specific issue in the prompt throughout the paper
- Present a critical thesis that clearly establishes the focus on the writer's position on the issue

- Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples
- Show effective movement between general and specific ideas and examples
- Provide a unified, coherent organizational structure that presents a logical progression of ideas
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas
- Present a well-developed introduction that effectively frames the prompt's issue and writer's argument; present a well-developed conclusion that extends the paper's ideas
- Show effective use of language to communicate ideas clearly by
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Use a variety of kinds of sentence structures to vary pace and to support meaning
- Work closely with teacher and peers through editing and conferencing both before and after drafts have been reviewed

Common Activities:

- Outline paper
- Write rough draft
- Writer's workshop to peer edit
- Edit and Polish Paper

4. Definition Paper

Students will be able to:

- Show advanced understanding of the persuasive purpose of the topic by taking a position on the specific Definition of a Complex Concept (i.e. Economics), Abstract Idea (i.e. Freedom), or Complicated Ideal (i.e. Democracy), and offering a critical context for discussion
- Generate insightful reasons for their position; show understanding of the complexity of the issue in the prompt
- Examine different perspectives by researching and evaluating primary and secondary sources
- Evaluate implications and/or complications of the issue
- Anticipate and fully respond to counterarguments to the writer's position
- Maintain a precise focus on discussing the specific issue in the prompt throughout the paper
- Present a critical thesis that clearly establishes the focus on the writer's position on the issue
- Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples
- Show effective movement between general and specific ideas and examples
- Provide a unified, coherent organizational structure that presents a logical progression of ideas
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas
- Present a well-developed introduction that effectively frames the prompt's issue and writer's argument; present a well-developed conclusion that extends the paper's ideas
- Show effective use of language to communicate ideas clearly by
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Use a variety of kinds of sentence structures to vary pace and to support meaning
- Work closely with teacher and peers through editing and conferencing both before and after drafts have been reviewed

Common Activities:

- Outline paper
- Write rough draft
- Writer's workshop to peer edit
- Edit and Polish Paper

5. Compare and Contrast Paper

Students will be able to:

- Show advanced understanding of the analytical and persuasive purpose of the rhetorical style of essays written for the purpose of Comparison and Contrast by taking a position on the specific issue in the prompt and offering a critical context for discussion
- Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt by thoroughly presenting how two topics share similarities and differences
- Examining different perspectives
- Evaluating implications and/or complications of the issue by researching and evaluating primary and secondary sources
- Anticipate and fully respond to counterarguments to the writer's position
- Maintain a precise focus on discussing the specific issue in the prompt throughout the paper
- Present a critical thesis that clearly establishes the focus on the writer's position on the issue
- Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples
- Show effective movement between general and specific ideas and examples
- Provide a unified, coherent organizational structure that presents a logical progression of ideas
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas
- Present a well-developed introduction that effectively frames the prompt's issue and writer's argument; present a well-developed conclusion that extends the paper's ideas
- Show effective use of language to communicate ideas clearly by
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Use a variety of kinds of sentence structures to vary pace and to support meaning
- Work closely with teacher and peers through editing and conferencing both before and after drafts have been reviewed

Common Activities:

- Outline paper
- Write rough draft
- Writer's workshop to peer edit
- Edit and Polish Paper

6. Cause and Effect Paper

Students will be able to:

- Show advanced understanding of the persuasive purpose of the rhetorical writing style of Cause and Effect writing by taking a position on the specific issue in the prompt and offering a critical context for discussion
- Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt by arguing how the cause leads to specific effect(s)
- Examine different perspectives
- Evaluate implications and/or complications of the issue by researching and evaluating primary and secondary sources
- Anticipate and fully respond to counterarguments to the writer's position
- Maintain a precise focus on discussing the specific issue in the prompt throughout the paper
- Present a critical thesis that clearly establishes the focus on the writer's position on the issue
- Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples
- Show effective movement between general and specific ideas and examples
- Provide a unified, coherent organizational structure that presents a logical progression of ideas
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas

- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas
- Show effective use of language to communicate ideas clearly by
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Use a variety of kinds of sentence structures to vary pace and to support meaning
- Work closely with teacher and peers through editing and conferencing both before and after drafts have been reviewed

Common Activities:

- Outline paper
- Write rough draft
- Writer’s workshop to peer edit
- Edit and Polish Paper

7. Argument Paper

Students will be able to:

- Show advanced understanding of the persuasive purpose of the task by taking a position on a specific issue in the prompt and offering a critical context for discussion
- Generate insightful reasons for a position; show understanding of the complexity of the issue in the prompt
- Examine different perspectives
- Evaluate implications and/or complications of the issue by researching and evaluating primary and secondary sources
- Anticipate and fully respond to counterarguments to the writer’s position
- Maintain a precise focus on discussing the specific issue in the prompt throughout the paper
- Present a critical thesis that clearly establishes the focus on the writer’s position on the issue
- Provide ample development in support of ideas; substantiate ideas with precise use of specific, logical reasons and illustrative examples
- Show effective movement between general and specific ideas and examples
- Provide a unified, coherent organizational structure that presents a logical progression of ideas
- Use precise transitional words, phrases, and sentences to convey logical relationships between ideas
- Present a well-developed introduction that effectively frames the prompt’s issue and writer’s argument; present a well-developed conclusion that extends the essay’s ideas
- Show effective use of language to communicate ideas clearly by
- Correctly employing most conventions of standard English grammar, usage, and mechanics, with just a few, if any, errors
- Use a variety of kinds of sentence structures to vary pace and to support meaning
- Work closely with teacher and peers through editing and conferencing both before and after drafts have been reviewed

Common Activities:

- Outline paper
- Write rough draft
- Writer’s workshop to peer edit
- Edit and Polish Paper

Spring Semester:

8. Purpose of Writing: Voice, Audience, Context (Literacy Narrative paper)

Students will be able to:

- Students will write a narrative focusing on personal learning experiences.
- Students will write essay(s) which will proceed through several stages of drafts with revisions aided by the teacher and peers.
- Students will write in informal context (imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
- Students will read a wide variety of nonfiction readings (essays, journalism, political writing, science writing, nature writing autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.
- Students will receive teacher instruction and feedback on writing assignments, both before and after the revisions, that help students develop the following skills:
 - Wide-ranging vocabulary used appropriately and effectively
 - Variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
 - Balance of generalization and specific, illustrative details
 - Effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
- Locate and interpret minor or subtly stated details in complex passages
- Locate important details in highly complex passages
- Draw logical conclusions in complex passages
- Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage
- Paraphrase statements as they are used in complex passages
- Identify or infer a central idea or theme in complex passages or their paragraphs
- Summarize key supporting ideas and details in highly complex passages
- Identify clear comparative relationships in highly complex passages
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex
- Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings
- Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language
- Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex
- Identify or infer the function of paragraphs in complex passages
- Analyze the overall structure of highly complex passages
- Identify or infer a purpose in complex passages and how that purpose shapes content and style
- Understand point of view in highly complex passages
- Draw logical conclusions using information from multiple portions of two informational texts

Literature:

Nonfiction:

- *Writing Analytically*
- Flower and Hayes *from*: “A Cognitive Process Theory”
- Murry *from*: “Finding Your Own Voice – Four Responsibilities of the Student”
- Bartholomae *from*: “Inventing the University”
- Ong *from*: “The Writer’s Audience is Always a Fiction”
- Ede and Lundsford *from*: “Audience Addressed”
- Roozen “Writing is Linked to Identity”
- *From: This Wicked Rebellion*

Common Activities:

- Class and Small Group Discussion:
 - Purpose of writing
 - Purpose and importance of audience
 - Paradigm of good writing
 - Individual writing voice
 - Daily journal writing
 - Writer’s Workshop

Major Writings:

- 6 Word Epitaph
- Memoir
- Personal Letters
- Analysis of Audience Reaction *All in the Family*
- Literacy Narrative

Major Assessments:

- Formative: Tweet, Memoir, Personal Letter
- Summative: Literacy Narrative

9. Rhetorical Conversations: Multicultural Rhetoric (Literary Analysis paper)

Students will be able to:

- Students will write analytical and argumentative essays about a variety of subjects (public policies, popular culture, personal experiences).
- Students will write essays which will proceed through several stages of drafts with revisions aided by the teacher and peers.
- Students will write in informal context (imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
- Students will write expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- Students will read a wide variety of nonfiction readings (essays, journalism, political writing, science writing, nature writing autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques.
- Students will learn research skills and the ability to evaluate, use, and cite primary and secondary sources.
- Students will write several researched argument papers, of varying length, which beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
- Students will learn how to cite sources using recognized editorial styles such as MLA.
- Students will receive teacher instruction and feedback on writing assignments, both before and after the revisions, that help students develop the following skills:

- Wide-ranging vocabulary used appropriately and effectively
- Variety of sentence structures, including appropriate use of subordination and coordination
- Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
- Balance of generalization and specific, illustrative details
- Effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

- Locate and interpret minor or subtly stated details in complex passages
- Locate important details in highly complex passages
- Draw simple logical conclusions in highly complex passages
- Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage
- Paraphrase statements as they are used in complex passages
- Identify or infer a central idea or theme in complex passages or their paragraphs
- Summarize key supporting ideas and details in highly complex passages
- Order sequences of events in complex passages
- Identify clear comparative relationships in highly complex passages
- Understand implied or subtly stated cause-effect relationships in complex passages
- Identify clear cause-effect relationships in highly complex passages
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex
- Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings
- Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain-specific, or otherwise difficult language
- Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex
- Identify or infer the function of paragraphs in complex passages
- Analyze the overall structure of highly complex passages
- Identify or infer a purpose in complex passages and how that purpose shapes content and style
- Understand point of view in highly complex passages
- Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex
- Identify or infer a central claim in complex passages
- Identify a clear central claim in highly complex passages
- Draw logical conclusions using information from multiple portions of two informational texts

Literature: Includes but not limited to:

- “Barbie-Q” by Sandra Cisneros
- “The Lesson” by Toni Cade Bambara
- “Soap and Water” by Anzia Yezierska
- “Only Approved Indians Can Play” by Jack Forbes

Nonfiction:

- *Writing Analytically*
- George and Trimbur *from*: “Cultural Studies and Composition”
- Bartholomae *from*: “Inventing the University”

- Lunsford “Writing Addresses, Invokes, and/or Creates Audiences”
- Bazerman “Writing Expresses and Shares Meaning to be Reconstructed by the Reader”
- Yancey “Writers’ Histories, Processes, and Identities Vary”

Common Activities:

- Class and Small Group Discussion:
 - Characteristics of Multicultural Rhetoric
 - Purpose and importance of audience in analyzing literature using Multicultural Rhetorical Strategies
 - Paradigm of Multicultural Rhetoric in prose writing
 - Individual writing voice through Multicultural scope
 - Writer’s Workshop

Major Writings:

- 4 One Page Literary Analysis over short stories
- Literary Analysis paper

Major Assessments:

- Formative: Annotations and Cornell notes over Multicultural Rhetoric readings and Short stories
- Summative: Literary Analysis Paper

10. Feminist Rhetoric (Literary Analysis paper)

Students will be able to:

- Students will write in several forms (analytical and argumentative essays) about a variety of subjects (public policies, popular culture, personal experiences).
- Students will write essays which will proceed through several stages of drafts with revisions aided by the teacher and peers.
- Students will write in informal context (imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
- Students will write analytical and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- Students will read a wide variety of nonfiction readings (essays, journalism, political writing, science writing, nature writing autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques.
- Students will learn research skills and the ability to evaluate, use, and cite primary and secondary sources.
- Students will write several researched argument papers, of varying length, which beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
- Students will learn how to cite sources using recognized editorial styles such as MLA.
- Students will receive teacher instruction and feedback on writing assignments, both before and after the revisions, that help students develop the following skills:
 - Wide-ranging vocabulary used appropriately and effectively
 - Variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
 - Balance of generalization and specific, illustrative details
 - Effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

- Locate and interpret minor or subtly stated details in complex passages
- Locate important details in highly complex passages
- Draw logical conclusions in complex passages
- Draw simple logical conclusions in highly complex passages
- Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage
- Paraphrase statements as they are used in complex passages
- Identify or infer a central idea or theme in complex passages or their paragraphs
- Summarize key supporting ideas and details in highly complex passages
- Order sequences of events in complex passages
- Understand implied or subtly stated comparative relationships in complex passages
- Identify clear comparative relationships in highly complex passages
- Understand implied or subtly stated cause-effect relationships in complex passages
- Identify clear cause-effect relationships in highly complex passages
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages when the effect is subtle or complex
- Interpret words and phrases as they are used in complex passages, including determining technical, connotative, and figurative meanings
- Interpret words and phrases in a passage that makes extensive use of figurative, general academic, domain specific, or otherwise difficult language
- Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex
- Identify or infer the function of paragraphs in complex passages
- Analyze the overall structure of highly complex passages
- Identify or infer a purpose in complex passages and how that purpose shapes content and style
- Understand point of view in highly complex passages
- Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex
- Identify or infer a central claim in complex passages
- Identify a clear central claim in highly complex passages
- Draw logical conclusions using information from multiple portions of two informational texts

Literature:

Nonfiction: Includes but not limited to:

- *Writing Analytically*
- Jarrett “Feminist Pedagogy”
- Flynn “Composting as a Woman”
- Tompkins “Me and My Shadow”
- Bolker “Teaching Griselda to Write”
- hooks “Feminism: A Movement to End Sexist Oppression”
- hooks “Selling Hot. . .:Representation of Black Female Sexuality in the Cultural Marketplace”
- Killborn *Killing Us Softly 4*

Common Activities:

- Class and Small Group Discussion:
 - Characteristics of Feminist Rhetoric
 - Purpose and importance of audience in analyzing literature using Feminist Rhetorical Strategies
 - Paradigm of Feminist Rhetoric in prose writing
 - Individual writing voice through Feminist scope
 - Writer’s Workshop

Major Writings:

- Daily journal writing
- Analysis of Main Stream Media's use of Objectified Women
- Analysis of Objectification of Black Women in Main Stream Media

Major Assessments:

- Formative: Journal writing, Analysis Writing
- Summative: Literary Analysis

11. Political Rhetoric/Rhetoric of Protest (Protest Poster/Advertisement)

Students will be able to:

- Students will write in several forms (narrative, expository, analytical, and argumentative essays) about a variety of subjects (public policies, popular culture, personal experiences).
- Students will write essays which will proceed through several stages of drafts with revisions aided by the teacher and peers.
- Students will write in informal context (imitation exercises, journal keeping, collaborative writing, and in-class responses) designed to help them become increasingly aware of themselves as writers and of the techniques employed by the writers they read.
- Students will write expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- Students will read a wide variety of nonfiction readings (essays, journalism, political writing, science writing, nature writing autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.
- Students will learn to analyze how graphics and visual images both relate to written text and serve as alternative forms of text themselves.
- Students will learn research skills and the ability to evaluate, use, and cite primary and secondary sources.
- Students will write several researched argument papers, of varying length, which beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
- Students will learn how to cite sources using recognized editorial styles such as MLA.
- Students will receive teacher instruction and feedback on writing assignments, both before and after the revisions, that help students develop the following skills:
 - Wide-ranging vocabulary used appropriately and effectively
 - Variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
 - Balance of generalization and specific, illustrative details
 - Effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure
- Locate important details in highly complex passages and images
- Draw logical conclusions in complex passages and images
- Draw simple logical conclusions in highly complex passages and images
- Draw complex or subtle logical conclusions, often by synthesizing information from different portions of the passage
- Paraphrase statements as they are used in complex passages or images
- Identify or infer a central idea or theme in complex passages or images
- Summarize key supporting ideas and details in highly complex passages or images
- Understand implied or subtly stated comparative relationships in complex passages or images

- Identify clear comparative relationships in highly complex passages or images
- Understand implied or subtly stated cause-effect relationships in complex passages or images
- Identify clear cause-effect relationships in highly complex passages or images
- Analyze how the choice of a specific word or phrase shapes meaning or tone in passages or images when the effect is subtle or complex
- Interpret words and phrases as they are used in complex passages or images, including determining technical, connotative, and figurative meanings
- Interpret words and phrases in a passage or images that make extensive use of figurative, general academic, domain-specific, or otherwise difficult language
- Analyze how one or more sentences in passages relate to the whole passage when the function is subtle or complex
- Identify or infer the function of paragraphs or images in complex passages or main stream media
- Analyze the overall structure of highly complex passages or images in main stream media
- Identify or infer a purpose in complex passages or images and how that purpose shapes content and style
- Understand point of view in highly complex passages or images
- Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is subtle or complex
- Identify or infer a central claim in complex passages or images
- Identify a clear central claim in highly complex passages or images
- Draw logical conclusions using information from multiple portions of two informational texts such as images

Literature:

Nonfiction:

- *Writing Analytically*
- Political Images used for Social Change:
 - Rosie the Riveter/Roles of Women Campaign
 - Civil Rights Movement
 - Feminist Movement
 - Anti-War Movement
 - Anti-Drug Campaign
 - Anti-Smoking Campaign
 - Climate Change Campaign
 - Gun Violence Campaign

Common Activities:

- Class and Small Group Discussion:
 - Purpose of words and language in Political Posters
 - Purpose and importance of audience in Political Rhetoric
 - Paradigm of Political Rhetoric to promote Social Change
 - Use of Individual writing voice in Political Rhetoric to promote Social Change
 - Writer's Workshop

Major Writings:

- Daily Journal Writing
- Written Analysis of ONE form of Political Rhetoric used for Social Change
- Create a Political Poster for Social Change

Major Assessments:

- Formative: Journaling and Class Discussion
- Summative: Analysis of Political Rhetoric (words and images) used for Social Change and Poster for Social Change

12. Writing for Persuasion (Persuasive Research paper 8-10 Pages)

Students will be able to:

- Students will write analytical and argumentative essays about a variety of subjects (public policies, popular culture, personal experiences).
- Students will write a paper which will proceed through several stages of drafts with revisions aided by the teacher and peers.
- Students will write analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres.
- Students will read a wide variety of nonfiction readings (essays, journalism, political writing, science writing, nature writing autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques.
- Students will learn research skills and the ability to evaluate, use, and cite primary and secondary sources.
- Students will write several researched argument papers, of varying length, which beyond the parameters of a traditional research paper by asking students to present an argument of their own that includes the analysis and synthesis of ideas from an array of sources.
- Students will learn how to cite sources using recognized editorial styles such as MLA.
- Students will receive teacher instruction and feedback on writing assignments, both before and after the revisions, that help students develop the following skills:
 - Wide-ranging vocabulary used appropriately and effectively
 - Variety of sentence structures, including appropriate use of subordination and coordination
 - Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
 - Balance of generalization and specific, illustrative details
 - Effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

Literature:

Nonfiction:

- *Writing Analytically*
- Researched Articles to support student Argument

Common Activities:

- Class and Small Group Discussion:
 - Developing Thesis Statements
 - Working Outlines
 - Maintaining Individual writing voice in Argument writing that includes secondary sources
 - Writer's Workshop

Major Writings:

- Daily Journal Writing
- 8-10 page Research Argument Paper

Major Assessments:

- Formative: Journaling and Class Discussion
- Summative: 8-10 Page Research Paper

13. Writer's Portfolio

Students will be able to:

- Compile their best work throughout the year into a Writers Portfolio
- Edit and Revise work to meet academic standards

Common Activities:

- Class and Small Group Discussion:
 - Personal Reflection on Growth as a Writer
 - Writer's Workshop

Major Writings:

- Daily Journal Writing
- Writer's Portfolio

Major Assessments:

- Formative: Journaling and Class Discussion
- Summative: Writer's Portfolio

