

Seymour Public Schools Curriculum

Writing the Academic Essay

2015 - 2016

Writing the Academic Essay

Writing the academic essay is one of the most difficult tasks facing high school and college students today. The course will provide an overview of the rhetorical modes frequently requested by instructors. The course is based on the assumption that writing is a practical art that can be learned by studying basic patterns. Using The Norton Sampler (among others) as a text, students will read model essays and practice writing that reflects the rhetorical patterns illustrated by the readings.

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Grade: 12 Semester	Subject: Writing the Academic Essay Topics: Process writing, textual analysis, rhetorical modes and strategies
CSDE Standard	Common Core State Standards <ul style="list-style-type: none"> • Reading Standards for Literature (R.L.) • Reading Standards for Informational Text (R.I.) • Writing Standards (W) • Speaking and Listening Standards (S.L.) • Language Standards (L)
SHS Learning Expectations	<ol style="list-style-type: none"> 1. Students will think critically 2. Students will communicate effectively and creatively 3. Students will access, evaluate, and use information for a variety of tasks and purposes
Enduring Understanding	<ul style="list-style-type: none"> • Writing is a process. • Textual evidence and careful analysis of that evidence support an effective thesis statement. • Effective writing is carefully constructed using rhetorical devices. • Authors express their ideas using a variety of strategies and structures. • Clear and concise writing will enable individuals to better share their ideas.
Essential Questions	<ul style="list-style-type: none"> • What is process writing? • What is an effective thesis statement? • What evidence is necessary to support a thesis? • How will my paper analyze and connect support materials to my thesis? • What are the rhetorical devices used in creating descriptive, narrative and expository writing? • How is an effective comparison/contrast essay constructed? • How is textual/literary analysis accomplished? • What are the rhetorical techniques and strategies used to construct argument? • How does clear and concise writing enable individuals to better share their ideas?
Content Standard:	CC.11-12 R.L. 1 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. CC.11-12 R.L. 3 Analyze how the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed.) CC.11-12 R.L. 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative

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meanings; analyze the impact of specific words choice on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CC.11-12 R.L. 5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CC.11-12 R.L. 7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry) evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CC.11-12 R.I. 1 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.

CC.11-12 R.I. 3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CC.11-12 R.I. 4 Determine the meaning of words and phrases as they are used in a text, including figurative connotative, and technical meaning; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10).

CC.11-12 R.I. 5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear.

CC.11-12 W 1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CC.11-12 W 1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s) counterclaims, reasons, and evidence.

CC.11-12 W 1b Develop claim(s) and counterclaims fairly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns, values and possible biases.

CC.11-12 W 1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CC.11-12 W 1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12 W 1e Provide a concluding statement or section that follows from and supports the argument presented.

CC.11-12 W 2 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.

CC.11-12 W 2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g. headings), graphics (e.g. figures, tables), and multimedia when useful to aiding comprehension.

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CC.11-12 W 2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CC.11-12 W 2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CC.11-12 W 2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.11-12 W 2f Providing a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).

CC.11-12 W 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CC.11-12 W 3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CC.11-12 W 3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CC.11-12 W 3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth or resolution).

CC.11-12 W 3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CC.11-12 W 3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.11-12 W 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.

CC.11-12 W 5 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.

CC.11-12 W 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CC.11-12 S.L. 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CC.11-12 S.L. 4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal or informal tasks.

CC.11-12 S.L. 6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CC.11-12 L 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CC.11-12 L 1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of

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	<p>English Usage, Garner’s Modern American English) as needed.</p> <p>CC.11-12 L 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>CC.11-12 L 2a Observe hyphenation conventions</p> <p>CC.11-12 L 2b Spell correctly.</p> <p>CC.11-12 L 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.11-12 L 4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology or its standard usage.</p> <p>CC.11-12 L 4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CC.11-12 L 5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> • Develop clear, concise and coherent writing in order to articulate thoughts and communicate ideas. • Generate an effective thesis statement. • Analyze and connect support material to thesis. • Evaluate evidence and analyze its relevance to thesis. • Use rhetorical devices to enhance writing. • Construct a literary analysis based on and supported by textual inquiry. • Create a structurally sound comparison/contrast essay. • Create an effective, organized and supported argument essay. • Write, edit and revise for a variety of purposes. 	
<p style="text-align: center;">Strategies/Modes (examples)</p> <ol style="list-style-type: none"> 1. K-W-L, K-W-L Plus, B-K-W-L-Q 2. Skimming and Scanning 3. List-Group-Label 4. Book Pass 5. Text Structures and Support 6. Developing Questions for Reading: Concept Ladder 7. Word Study: Developing Content Vocabulary 8. Book in a Day 9. Word Study: How to Learn Content Vocabulary Through Context 	<p style="text-align: center;">Materials/Resources (examples)</p> <p>Content the writing process, grammar, style and usage, rhetorical modes, rhetorical devices, textual analysis, nonfiction essay</p> <p>Resources <u>The Norton Sampler 8th edition</u>. Thomas Cooley. W.W. Norton and Co. New York: 2013.</p> <p><u>They Say, I Say - The moves that Matter in Academic Writing</u> by Gerald Graff and Cathy</p>	<p style="text-align: center;">Assessments (examples)</p> <p>Students will demonstrate their ability to write an argument, a literary analysis and a compare/contrast essay.</p> <p>The summative assessment in 2008 was:</p> <ol style="list-style-type: none"> 1. Please read <i>The Island of Plenty</i> by Johnson C Montgomery and write an essay agreeing or disagreeing with Montgomery’s position, particularly his assumption that “the future of mankind seems to depend on our maintaining the island of plenty in a sea of deprivation”(13). [Argument]

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<ul style="list-style-type: none"> 10. Admit Slip: Establishing a Purpose for Reading 11. Anticipating Content: Here and Now, Predict-o-Gram, Story Impressions 12. Anticipation Guide 13. Reciprocal Teaching DR-TA 14. REAP (Directed Reading-Thinking Activity) 15. Learning Logs 16. Compare/Contrast: Discovering Patterns 17. Questions Game 18. TAG (Textbook Activity Guide) 19. ReQuest 20. Cornell Note-Taking 21. QAR (Question-Answer Relationship) 22. Academic Notebooks: Writing to Learn 23. RAFT Writing (Role, Audience, Format, Topic) 24. Text Highlighting 25. SPAWN (Special Powers, Problem Solving, Alternative Viewpoints, What If, Next) 26. Test-Taking Strategies 27. PORPE (Predict, Organize, Rehearse, Practice, Evaluate) 28. Inquiry and Research: I-Charts 29. GIST (Generating Interactions Between Schemata and Texts) 30. Homework 31. Exclusion Brainstorming 32. Exit Slips 	<p>Birkenstein. Norton & Company. 2014</p>	<p>2. <i>The Secret Life of Bees.</i> Early in the novel, Rosaleen is attacked by the three worst racists in town and is thrown in to jail. Lily is determined to save Rosaleen and finally escapes her own father as well. Seizing the moment, she springs Rosaleen from jail, and the two set out across South Carolina in search of a new life. What compelled Rosaleen to spit on the three men's shoes? Why does Lily want to leave her father? What does it take for a person to stand up with conviction against brutalizing injustice? [Literary Analysis]</p> <p>3. Please read <i>Body Imperfect</i> by Debi Davis. Davis implies that children see the world differently than adults do. What is your opinion? Write an essay comparing and contrasting the two views. [Compare and Contrast]</p>
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