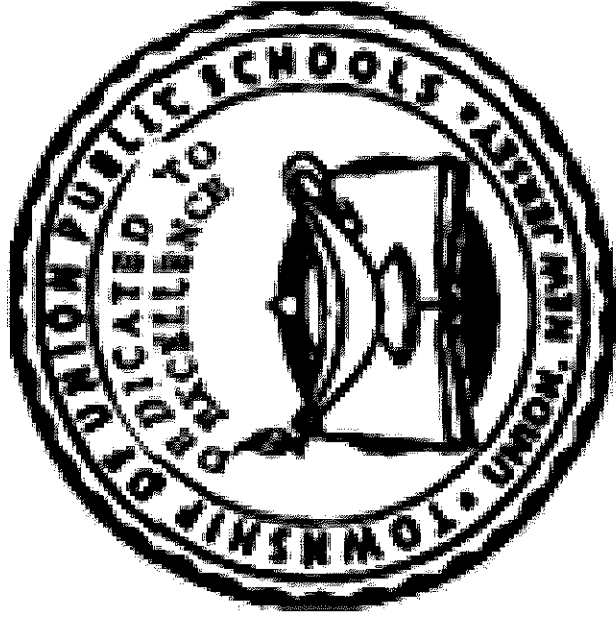


TOWNSHIP OF UNION PUBLIC SCHOOLS

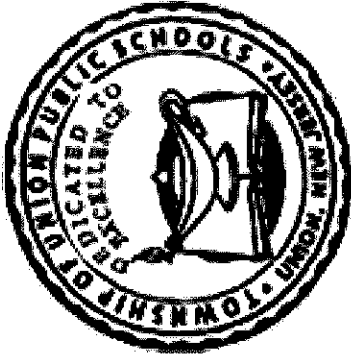


AP Language and Composition
Curriculum Guide 2016

Curriculum Guide Approved June 2016

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Vito Nufrio, President

David Armenio, Vice President

Guy Francis

Steven Le

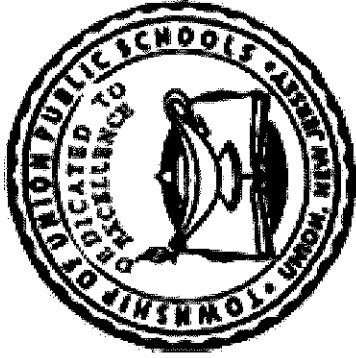
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Curriculum Committee

AP Language and Composition EN450

Mrs. J. Hajkowski

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

An AP English Language and Composition 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 their writing should make students aware of interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the genre conventions and the resources of language that contribute to effectiveness in writing (excerpted from the College Board website).

Recommended Textbooks

Shea, Renée Hausmann., Lawrence Scanlon, and Robin Dissin. *Aufses. The Language of Composition: Reading, Writing, Rhetoric*. Boston, MA: Bedford / St. Martins, 2008. Print.

Hartzell, Richard A. *Cracking the AP English Language & Composition Exam*. N.p.: n.p., n.d. Print.

Glencoe *Writer's Choice. Grammar and Composition*. New York: Glencoe/McGraw-Hill, 2001. Print.

Pacing Guide

Unit 1: An Introduction to Rhetoric/Community

Unit 2: Close Reading/The Economy

Unit 3: Analyzing Arguments/Gender

Unit 4: Synthesizing Sources/Sports

Unit 5: Education/Language

Unit 1: An Introduction to Rhetoric/Community

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p><u>Lou Gehrig Retirement Speech</u> Lori Alvord: "Walking the Paths Between Worlds"</p>	<p>Rhetorical triangle Ethos, pathos, logos</p>	<p>Audio version; analysis as related to community</p>	<p>RL.1, 2, 3, 4, 5, 6, 10 W. 3, 4, 5, 6, 10 SL.1, 4 L.1, 2, 3, 4, 5</p>
<p>George Bush, 9/11 speech Martin Luther King, "Letters from Birmingham Jail"</p>	<p>impact/inspiration- how speeches move politics</p>	<p>Audio version; short answer response</p>	<p>RL.1, 2, 3, 4, 5, 6, 10 W. 3, 4, 5, 6, 10 SL.1, 4 L.1, 2, 3, 4, 5</p>
<p>Judith Ortiz Cofer, "I Just Met a Woman Named Maria" Robert Putnam, "Health and Happiness"</p>	<p>Introduction to feminism; compare and contrast</p>	<p>other poetry by Cofer- poetry analysis</p>	<p><u>RL.1, 2, 3, 4, 5, 6, 10</u> <u>W. 3, 4, 5, 6, 10</u> <u>SL.1, 4</u> <u>L.1, 2, 3, 4, 5</u></p>

Unit 2: Close Reading: The Art and Craft of Analysis/The Economy

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>Joan Didion, The Santa Ana Winds • [text] http://www.huffingtonpost.com/2011/12/01/santa-ana-winds_n_1123931.html A Huffington Post article about the top 10 references to the Santa Ana winds in pop culture. Didion's story features on the list.</p> <p>Matthew Crawford, "The Case for Working with Your Hands"</p>	<p>Making connections between text</p> <p>Informative writing</p>	<p>Analysis; Toulmin triangle</p>	<p>RL.1, 2, 3, 4, 5, 6, 7, 10 W. 2, 4, 5, 6, 8, 9, 10 SL.1, 2, 4 L.1, 2, 3, 4, 5</p>
<p>Dodge, It's a Big Fat Juicy Cheeseburger in a Land of Tofu (advertisement)</p>	<p>Analyzing visual- Ethos, pathos, logos</p>	<p>bring in another advertisement and mimic analysis</p>	<p>. RL.1, 2, 3, 4, 5, 6, 7, 10 W. 2, 4, 5, 6, 8, 9,</p>

Lard Eigner, "On Dumpster Diving"	Watching and comprehension of a documentary		10 SL.1, 2, 4 L.1, 2, 3, 4, 5
Girl Scouts, What Did You Do Today? (advertisement)	Analyzing visual- Ethos, pathos, logos Elements of a satire/satirical writing	bring in another advertisement and mimic analysis	RL.1, 2, 3, 4, 5, 6, 7, 10 W. 2, 4, 5, 6, 8, 9, 10 SL.1, 2, 4 L.1, 2, 3, 4, 5
Jonathan Swift's "A Modest Proposal"			

Unit 3: Analyzing Arguments/Gender

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
Tom Toles, "Crazed Rhetoric" (cartoon)	Violent rhetoric and the damage it can do. Analysis of graphics, such as cartoons.	Review and analyze violent political speeches from today's candidates	RL.1, 2, 3, 4, 5, 6, 7, 10 W. 2, 4, 5, 6, 8, 9, 10 SL.1, 2, 4 L.1, 2, 3, 4, 5
Judy Brady's "I Want A Wife"		MLA documented essay: interview of working	

	Satirical elements	mothers	
<p>Amy Domini, "Why Investing in Fast Food May Be a Good Thing"</p> <p>Brent Staples, "Just Walk on By: A Black Man Ponders Public Space"</p>	<p>Compare and contrast Working with unpopular opinions</p>	<p>MLA style research paper #1</p> <p>Argumentative paper</p> <p>Project: On Being A Man (modern definition after reading Paul Theroux)</p>	<p>RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>W. 2, 4, 5, 6, 8, 9, 10</p> <p>SL.1, 2, 4</p> <p>L.1, 2, 3, 4, 5</p>
<p>Sandra Day O'Connor and Roy Romer, "Not By Math Alone"</p> <p>Deborah Tannen, "There is no Unmarked Woman"</p>	<p>Introduction into the understanding of civics and its purpose</p> <p>Gender Roles and Body Image</p>	<p>MLA style research paper #1</p> <p>Journal Entries on Body Image</p>	<p>RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>W. 2, 4, 5, 6, 8, 9, 10</p> <p>SL.1, 2, 4</p> <p>L.1, 2, 3, 4, 5</p>

Unit 4: Synthesizing Sources/Sports

Essential Reading Selections	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
<p>Stephen Pinker, from "Words Don't Mean What They Mean"</p> <p>Caroline Alexander, "The Great Game"</p>	<p>Power of language</p> <p>Socratic Seminar</p>	<p><u>Synthesis Essay #1</u></p> <p><u>Photo Essay</u></p>	<p>RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>W. 2, 4, 5, 6, 8, 9, 10</p> <p>SL.1, 2, 4</p> <p>L.1, 2, 3, 4, 5</p>
<p>Detroit News, "Volunteering Opens Teen's Eyes to Nursing"</p> <p>Gay Talese, "The Silent Season of the Hero"</p>	<p><u>Debate</u></p> <p><u>Fishbowl</u></p> <p><u>Jigsaw</u></p>	<p><u>Conduct and create podcast interview</u></p>	<p>RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>W. 2, 4, 5, 6, 8, 9, 10</p> <p>SL.1, 2, 4</p> <p>L.1, 2, 3, 4, 5</p>
<p>Steven Johnson, "Your Brain on Video Games"</p> <p>Jane Smiley, "The Heart in</p>	<p>Informative purpose casts primary emphasis on the message (e.g., textbooks,</p>	<p><u>Synthesis Essay #2</u></p>	<p>RL.1, 2, 3, 4, 5, 6, 7, 10</p> <p>W. 2, 4, 5, 6, 8, 9, 10</p> <p>SL.1, 2, 4</p> <p>L.1, 2, 3, 4, 5</p>

the Winner's Circle"	owner's manuals).
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Unit 5: Writing and Grammar/Language

Essential Topics	Major Objectives/Topics for Understanding/Skills for Mastery	Suggested Learning Activities and Assessments	Common Core Standards for Focus in Addition to other CCSS
Sherman Alexie, "Superman and Me" Marjorie Algoin, "Always Living in Spanish"	racism as tied to education plight of the Native Americans white privilege	students will mimic the essay by writing one about their own educational experience	RL.1, 2, 3, 4, 5, 6, 7, 10 W. 2, 4, 5, 6, 8, 9, 10 SL.1, 2, 4 L.1, 2, 3, 4, 5
James Baldwin, "A Talk to Teachers" Firoozeh Dumas, "The "F Word"	racism as tied to education plight of African Americans	Students will compare this text to the text of <i>Brown v Board of Education</i>	RL.1, 2, 3, 4, 5, 6, 7, 10 W. 2, 4, 5, 6, 8, 9, 10 SL.1, 2, 4 L.1, 2, 3, 4, 5
Francine Prose, "I Know	Vocabulary in context	Students will write a	RL.1, 2, 3, 4, 5, 6, 7, 10

Why the Caged Bird Read" Amy Tan, "Mother Tongue"	Structure of an argument	response agreeing or disagreeing with the author.	W. 2, 4, 5, 6, 8, 9, 10 SL.1, 2, 4 L.1, 2, 3, 4,
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CORE CONTENT STANDARDS GRADE 12: Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.C

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.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-LITERACY.WHST.11-12.2.A
Introduce a topic and 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.
CCSS.ELA-LITERACY.WHST.11-12.2.B
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.
CCSS.ELA-LITERACY.WHST.11-12.2.C
Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-LITERACY.WHST.11-12.2.D
Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
CCSS.ELA-LITERACY.WHST.11-12.2.E
Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
CCSS.ELA-LITERACY.WHST.11-12.3
(See note; not applicable as a separate requirement)
Production and Distribution of Writing:
CCSS.ELA-LITERACY.WHST.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

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.

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CORE CONTENT STANDARDS: READING GRADE 12

Standards in this strand:

CCSS.ELA-LITERACY.RL.11-12.1	CCSS.ELA-LITERACY.RL.11-12.2	CCSS.ELA-LITERACY.RL.11-12.3
CCSS.ELA-LITERACY.RL.11-12.4	CCSS.ELA-LITERACY.RL.11-12.5	CCSS.ELA-LITERACY.RL.11-12.6
CCSS.ELA-LITERACY.RL.11-12.7	CCSS.ELA-LITERACY.RL.11-12.8	CCSS.ELA-LITERACY.RL.11-12.9
CCSS.ELA-LITERACY.RL.11-12.10		

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1

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.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze 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).

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices 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.)

CCSS.ELA-LITERACY.RL.11-12.5

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.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.7

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.)

CCSS.ELA-LITERACY.RL.11-12.8

(RL.11-12.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CORE CONTENT STANDARDS: SPEAKING AND LISTENING GRADE 12

Standards in this strand:

CCSS.ELA-LITERACY.SL.11-12.1 CCSS.ELA-LITERACY.SL.11-12.2 CCSS.ELA-LITERACY.SL.11-12.3

CCSS.ELA-LITERACY.SL.11-12.4 CCSS.ELA-LITERACY.SL.11-12.5 CCSS.ELA-LITERACY.SL.11-12.6

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

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.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing

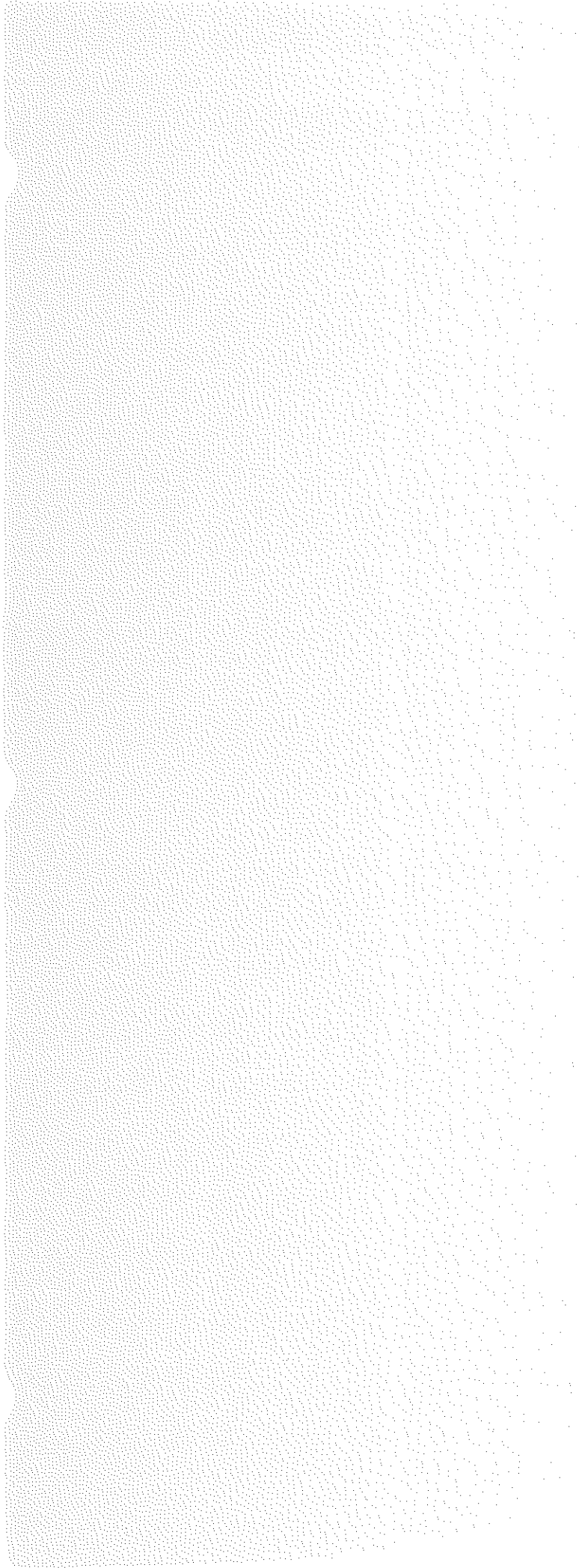
perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

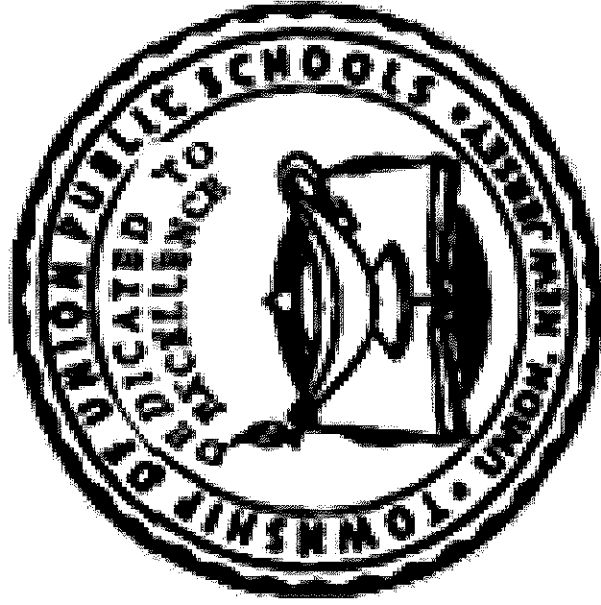
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)



TOWNSHIP OF UNION PUBLIC SCHOOLS

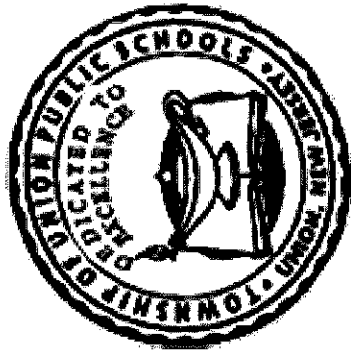


EN504S College Writing
Curriculum Guide 2016

Curriculum Guide Approved June 2016

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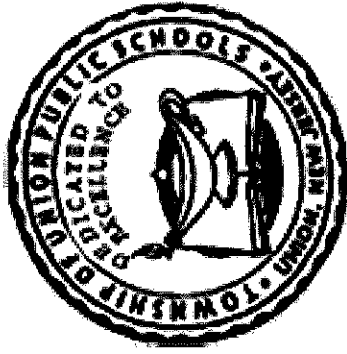
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Curriculum Committee

**EN504S
College Writing**

Maureen Dreher

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

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- Develop a code of behavior based on moral and ethical principals.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

This one-semester course is primarily designed to prepare students for writing academic papers in college; specifically, such papers will incorporate MLA (Modern Language Association) and APA (American Psychological Association) style guidelines. Students will be taught formulaic writing strategies, universal proofreading symbols, how to locate credible sources of information, and how to appropriately cite such sources.

Recommended Textbooks

None

Students will access free on-line sources for MLA and APA style guidelines:

MLA FORMAT INFORMATION
<https://owl.english.purdue.edu/owl/resource/747/01/>

MLA POWERPOINT INTRODUCTION
<https://owl.english.purdue.edu/owl/resource/747/15/>

MLA OVERVIEW AND WORKSHOP
<https://owl.english.purdue.edu/owl/resource/675/1/>

CREATING A THESIS STATEMENT
<https://owl.english.purdue.edu/owl/resource/545/01/>

APA FORMAT INFORMATION
<https://owl.english.purdue.edu/owl/resource/560/01/>

APA POWERPOINT INTRODUCTION
<https://owl.english.purdue.edu/owl/resource/560/17/>

APA OVERVIEW AND WORKSHOP
<https://owl.english.purdue.edu/owl/resource/664/1/>

Materials Needed

3-ring binder for handouts

Flash drive or personal laptop/I-pad/Smartphone

Marking Period 1

Overall Focus & Objective	Topics for Understanding Skills for Mastery	Suggested Activities/Assessment
<p>Writing a focused, document-based, multi-page paper that accurately incorporates MLA format and credible sources of information</p> <p>CCSS.ELA-LITERACY.RL.11-12.1,2 CCSS.ELA-LITERACY.RI.11-12.1,2,3,5,6,7 CCSS.ELA-LITERACY.W.11-12.1,2,4-10 CCSS.ELA-LITERACY.L.11-12.1,2,6 CCSS.ELA-LITERACY.CCRA.W.1,2,4-10 CCSS.ELA-LITERACY.CCRA.L.1,2</p>	<p>Modern Language Association style format Location and identification of credible sources of information Application of credible sources of information (in-text citations) Bibliography (Works Cited) Formulaic writing strategies (thesis statement, introductory paragraph, concluding paragraph, outline) Academic language, transitional terms, signal phrases Writing Process Editing, proofreading Universal proofreading symbols</p>	<p>Pre-test on prior knowledge Pre-write, brainstorm ideas Write multi-page MLA papers on topical subjects Utilize Noodletools to generate a Works Cited page and in-text citations Group collaboration to identify elements of a well-written MLA paper Evaluate prior student-written papers in terms of the quality of their thesis statements, format, focus, and style. Quizzes, educational games Proofreading practice Transitional term application and differentiation Writing skills exercises Peer editing Do Now: Basic grammar/usage; writing conventions Post-assessment</p>

Suggested Chronology

Note: Teacher will devise and present mini-lessons relative to basic writing and research skills AS NEEDED. (Ex: Selecting appropriate transitional phrases, subject-verb agreement, sentence structure).

Weeks 1-2

Syllabus, introduction, pre-assessment
Pre-test on prior knowledge of MLA format & proofreading symbols
Introduce universal proofreading symbols.
Introduce MLA via PowerPoint.
Introduce strategies for crafting a thesis statement.
Introduce strategies for organization of ideas.
Discuss plagiarism and its ramifications at the college level.

Weeks 3-4

Teacher guided instruction:

Assign a literary analysis paper, encompassing two forms of media (i.e., short film, print, audio)
Develop an opening paragraph using a quotation as a hook.
Incorporate organizational outline approach to body paragraphs.
Introduce and incorporate appropriate transitional terms and signal phrases.
Locate and apply three credible source of information re: MLA style.
Embed quotations and paraphrased information into paper.
Utilize easybib and/or Noodletools to generate a Works Cited page

Minimum computer access: 8 days

Proofreading application quizzes

Week 5

Assign a 5-page MLA paper based on a current event or topical interest
Minimum of 5 credible sources

Alternate assignment:

Write on a topic of your choice (with instructor's approval).

Craft a thesis statement; generate an outline. Conduct preliminary research to determine position.
Explain and incorporate funnel method approach to introductory paragraphs.
Explain and incorporate reverse funnel method approach to concluding paragraphs.
Proofreading application quiz
Minimum computer access: 4 days

Week 6
Research topic and sources of information. Construct paper accordingly.
Minimum computer access: 3 days

Week 7
Write MLA paper, accurately embedding direct quotes and paraphrasing where appropriate.
Minimum computer access: 3 days

Week 8
Peer exchange: Students will submit first draft.
Peers will utilize rubric to assess their classmates' papers.
Revise paper accordingly.
Minimum computer access: 3 days

Week 9
Complete final paper.
Minimum computer access: 3 days

Marking Period 2

Overall Focus & Objective	Topics for Understanding Skills for Mastery	Suggested Activities/Assessment
<p>Writing a focused, document-based, multi-page paper that accurately incorporates APA format and credible sources of information</p> <p>CCSS.ELA-LITERACY.RL.11-12.1,2 CCSS.ELA-LITERACY.RI.11-12.1,2,3,5,6,7 CCSS.ELA-LITERACY.W.11-12.1,2,4-10 CCSS.ELA-LITERACY.L.11-12.1,2,6 CCSS.ELA-LITERACY.CCRA.W.1,2,4-10 CCSS.ELA-LITERACY.CCRA.L.1,2</p>	<p>American Psychological Association style format Academic language Location and identification of credible sources of information (on-line and print) Application of credible sources of information (in-text citations) Formulaic writing strategies (thesis statement, introductory paragraph, concluding paragraph, outline) Reinforce understanding and application of proofreading symbols and skills Writing Process Editing, proofreading Universal proofreading symbols</p>	<p>Test on prior knowledge Write multi-page APA papers on a topical subjects Utilize Noodletools to create References page and in-text citations Identify elements of a well-written APA paper Evaluate prior student-written papers in terms of the quality of their thesis statements, format, focus, and style. Quizzes, educational games Proofreading practice Transitional term application and differentiation Writing skill exercises Peer editing Do Now: Basic grammar/usage; writing conventions Post-assessment</p>

Suggested Chronology

Note: Teacher will devise and present mini-lessons relative to basic writing and research skills AS NEEDED. (Ex: Selecting appropriate transitional phrases, subject-verb agreement, sentence structure).

Weeks 1-2:

Teacher guided instruction:

- Assign compare and contrast paper on a relevant and current topic
- Locate and apply three credible source of information re: APA style.
- Incorporate anecdotal method approach to introductory paragraphs.
- Incorporate anecdotal method approach to concluding paragraphs.
- Review organizational outline approach to body paragraphs.
- Incorporate block or point-by-point format.
- Review and incorporate appropriate transitional terms and signal phrases.
- Embed quotations and paraphrase information from three credible sources into paper.
- Utilize Noodletools to generate a References page.

Minimum computer access: 8 days

Week 3

Assign a 5-page APA paper of topical interest

Alternate assignment:

Write on a topic of your choice (with instructor's approval).

Craft a thesis statement; generate an outline. Conduct preliminary research to determine position.
Proofreading application quiz

Minimum computer access: 3 days

Weeks 4-5

Research topic and sources of information. Construct paper accordingly.
Paraphrase/summarize as needed.
Minimum computer access: 7 days

Week 6

Write APA paper, accurately embedding direct quotes and paraphrasing where appropriate.
Minimum computer access: 3 days

Week 7

Peer exchange: Students will submit first draft.
Peers will utilize rubric to assess their classmates' papers.
Revise paper accordingly.
Minimum computer access: 2 days

Weeks 8-9

Complete final paper.
Minimum computer access: 8 days

Language Arts Standards

- CCSS.ELA-LITERACY.RL.11-12.1
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.
- CCSS.ELA-LITERACY.RL.11-12.2
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.11-12.1
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.
- CCSS.ELA-LITERACY.RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RI.11-12.3
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.
- CCSS.ELA-LITERACY.RI.11-12.5
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, convincing, and engaging.
- CCSS.ELA-LITERACY.RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- CCSS.ELA-LITERACY.RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.11-12.2
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.

- CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.11-12.5
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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- CCSS.ELA-LITERACY.W.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-LITERACY.W.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.W.11-12.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.11-12.6
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness Standards

- CCSS.ELA-LITERACY.CCRA.W.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- CCSS.ELA-LITERACY.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCSS.ELA-LITERACY.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- CCSS.ELA-LITERACY.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.CCRA.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.