

Introduction to Rhetoric

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Course Overview

Introduction to Rhetoric (E423) is a course designed to introduce students to the conventions of academic writing and critical thinking and to prepare students for the rigors of college by developing the skills necessary for analyzing and synthesizing information. In this writing intensive course, students read, analyze, discuss and critically respond to non-fiction texts that may be organized around themes, critical issues or concepts that direct students' focus to larger ideas. Students write in a variety of modes, both formal and informal, for a variety of audiences, developing a sense of personal style and an ability to analyze the arguments and style of a given text, and articulate their response to that text in an engaging and academic style. The creation and development of an argumentative thesis-based essay, along with its entire drafting process, will serve as the cornerstone for most assessment in this course. All essays will be evidence-based (textually-supported) and use logical arguments to persuade an audience and/or analyze the persuasion of an author. Because our students live in a highly visual world, we also study visual media such as photographs, films, advertisements, comic strips, and music videos and learn how to respond to this type of media. As well as engaging in varied writing tasks, students will become acquainted with the analysis of a wide variety of prose styles from many disciplines and will gain understanding of the connections between writing and interpretive skill in reading. Throughout the course, students will consider *how, why and when* to employ various reading and writing strategies and processes. In addition, students will also evaluate their overall college readiness, employability, and life success.

Content Competencies/Critical Learning Outcomes

- Students will consider reading and writing tasks and adapt their approaches and strategies
- Students will analyze, evaluate, and synthesize while reading and writing
- Students will demonstrate information in literacy skills
- Students will develop a self-awareness of academic and essential skills through the practice of metacognition
- Demonstrate the command of the conventions of Standard English.

Grading and Assessment

- **Major Skill Assignments (70%)** This Summative Assessment category includes final drafts of essays. Many of these essays will be sent to Harper College and used for group grading (inter-rater reliability) and group discussions of skill level and predicted success at the college level. These essays will also be used to compare the success of students in District 211 with those students enrolled in Harper's comparable English 100 course. Students must submit all drafts with final copies.
- **Daily Work (30%)** Formative or Daily Assignments consist of a variety of tasks. Some of these tasks involve individual steps leading to a larger product, such as plans, research, drafts, and edits for an essay. Other daily tasks consist of grammar reviews, vocabulary exercises, annotation of texts, and daily and weekly response journals and blogs.

Anchor Texts:

- Selections from *Everything's an Argument* by Andrea A. Lunsford and John J. Ruszkiewicz.
- Selections from *Everyday Use* by Hephzibah Roskelly and David A. Jolliffe.
- Selections from *Patterns for College Writing* by Laurie G. Kirszner and Stephen R. Mandell.
- Selections from *Conversations in American Literature* by Robin Dissin Aufses et al

- Selections from the *Norton Reader* by W.W. Norton & Company Incorporated.
- Selections from *50 Essays* Ed. Samuel Cohen. Bedford/St. Martin's; Fourth Edition.
- Various other essays, images, cartoons and film may be used to supplement instruction.

Semester One

Quarter 1

Introduction: Close Reading, Outlining and Summary

The fall semester is dedicated to developing pre-reading strategies, close reading and annotation, reviewing organizational strategies, and exploring major themes in expository and argumentative writing. Students will create outlines, summaries, and basic arguments in the form of assertion journals and daily writing assignments. Students will also work on writing style by examining and creating varied syntax and transitional phrases and practicing appropriate grammar and punctuation.

Common Core Standards

- CC.K-12.L.R.2 Conventions of Standard English: Demonstrate command of the conventions of standard English
- CC.K-12.R.R.1 Key Ideas and Details: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CC.K-12.R.R.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CC.11-12.R.I.5 Craft and Structure: 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
- CC.11-12.W.1 Text Types and Purposes: 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.HST.2.c Text Types and Purposes: 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.

This introductory unit will begin with basic reading and writing assessments since the ability to comprehend complex texts will be the foundation for their writing. Once established, the course will review the basic argumentative structure of *Claim, Evidence, Explanation and Relevancy*. Students will be asked to outline short argumentative texts and create similar outlines for their own arguments. As the unit progresses, students will learn summary techniques and will write paragraph summaries of similar texts. Through the writing of the summaries, students will also work on creating varied syntactical structures and practice using transitional words and phrases that will help their readers move through the arguments.

Reading:

Students receive instruction in pre-reading and annotating strategies that will lead to a close reading of texts. In addition, students are introduced to other strategies for analyzing prose and visual texts by looking at texts from the point of view of the writing. Through this perspective, students will evaluate and identify the context and audience of a text in order to fully understand the author's purpose. Students must be able to identify these items in a text before creating their own.

Statewide Reading Competencies

- Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.
 - a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.
 - b. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make

meaning.

- c. Use a text's structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.
- Students can summarize a text (paragraphs or sections)
 - a. Students can identify the topic of the text (sections) and the authors intent
 - b. Accurately explain the main ideas of a text in their own words.
- Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies.
 - a. Determine meaning of words and phrases, including figurative, technical, and connotative meaning.
 - b. Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings.
- Students can analyze and interpret texts.
 - a. Determine the author's purpose, point of view and tone, and discern the mood of a given text.
 - b. Draw logical conclusions using evidence from a given text.
 - c. Draw logical conclusions using evidence from a given text.

Writing:

In this part of this semester, students will work on basic analysis through simplistic outlining of claims, evidence, explanation, and relevancy. In quarter 1, students will generate simple "gist" summaries. Students will also write brief responses to the readings. These responses will evaluate the original source's purpose and tone as well as discuss different aspects of the source that weren't addressed completely. Students will also discuss the stylistic choices made by the author so they can eventually incorporate those styles into their own writing. Through this analysis, students will begin to understand their role as a contributing member of the academic community.

Statewide Writing Competencies:

- Students can identify the audience, purpose, and context of any given writing task.
 - a. Make choices about content based on audience and purpose.
 - b. Make choices about organization based on audience and purpose.
 - c. Make choices about development based on audience and purpose.
 - d. Make choices about style and tone based on audience and purpose.

Formative Assessments Choices:

- Reading assessment
- Grammar and editing
- Syntax and Style activities
- Annotation of short, complex texts
- Outlining
- Short, writing activities
- Assertion journals
- Metacognitive and essential skills reflection

Shared Common Summative Assessments:

- Reading Comprehension (Week 5)
- Summary of short complex texts (Week 9)
 - *In Praise of the F Word* by Mary Sherry

Quarter 2

Summary and Essays of Response.

In this unit will examine how various authors capture experiences and then comment on its meaning. Students

will analyze the organization and writing techniques the authors employ to capture experience and shape perceptions of the audience, as well as continue to summarize and respond.

Common Core Standards

- CC.K-12.R.R.1 Key Ideas and Details: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CC.K-12.R.R.2 Key Ideas and Details: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CC.11-12.R.I.3 Key Ideas and Details: 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.W.2.c Text Types and Purposes: 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.
- C.11-12.W.10 Range of Writing: 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.
- CC.11-12.W.1.a Text Types and Purposes: 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 claim(s), counterclaims, reasons, and evidence.
- CC.11-12.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly and thoroughly, 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, concerns, values, and possible biases.

Reading:

Students will begin to read longer and more complex texts and analyze how parts of the text connect to each other and the whole. Students will analyze language strategies used by the author, including transitional words and phrases, to understand how these parts of the essay work to persuade the intended reader. Students will begin to think more critically about the beliefs and values implicit in the text's word choices, examples, and assertions and also to examine the bases for their own assumptions as readers.

Statewide Reading Competencies

- Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.
 - a. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning.
 - b. Use a text's structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.
- Students can summarize a text. (short texts)
 - a. Identify the topic of the text and the author's intent.
 - b. Accurately explain the main ideas of a text in their own words.
- Students can expand passive (recognition) and active (expressive) academic and career-related vocabularies.
 - a. Determine meaning of words and phrases, including figurative, technical, and connotative meaning.
 - b. Recognize the difference between vocabulary that is appropriate in academic settings and vocabulary that is appropriate in career-related settings.
- Students can analyze and interpret texts.
 - a. Draw logical conclusions using evidence from a given text.
 - b. Evaluate arguments by analyzing the use of rhetorical strategies and by identifying logical structures, including fallacies and / or errors in logical reasoning.
 - c. Logically extend ideas related to a given text by employing at least one of the following

connections: text-to-text, text-to-self, or text-to-world.

- d. Interpret figurative language (e.g., simile, metaphor, euphemism, hyperbole, etc.) and understand their role in the text.

Writing

Students will summarize the *claim, evidence, explanation, and relevancy* presented by the author and begin to respond to the reading by creating their own outline of response and apply these strategies to their own longer, more in-depth writing. Students will continue to create argument through assertion journal responses, responses to the texts they read, and daily in-class writings. Argument templates, creation of effective macro and micro claims, exploration of diction and grammar instruction will also be a part of this unit. Furthermore, students will build upon the previous quarter's analysis of texts and start to provide claims in response to the text. Students will incorporate evidence from the source to support their claims and will start citing their evidence in an appropriate manner.

Statewide Writing Competencies:

- Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media.
 - a. Choose sources based on task, audience, and purpose.
 - b. Use sources to provide evidence to support a central idea or opinion.
 - c. Incorporate sources by using signal phrases, quoting, paraphrasing, and summarizing.
 - d. Identify content that needs to be cited, including summarized and paraphrased ideas.
 - e. Develop Works Cited lists.

Formative Assessments Choices:

- Grammar and editing
- Annotation of long, complex texts
- Outlining texts (including multiple forms of graphic organization)
- Drafts and revisions of paragraphs and essays
- Peer editing
- Recognizing and analyzing visual arguments
- Whole group discussions
- Short writing
- Assertion journals
- Metacognitive and essential skills reflection

Summative Assessments:

- Summary of long complex texts (Week 14)
 - *How Not to Talk to Your Kids* by Po Bronson
- Essays of Summary/Response (Week 18)
 - *Why Chinese Mothers are Superior* by Amy Chua

Semester 2

Quarter 3

Beginning Argument

In this unit, students will learn that an argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid. Students will make claims about the worth or meaning of an essay,

defending their interpretation with evidence from the text. Students will not just voice their opinion but examine a text critically.

Students will create intellectual and rational arguments of their own. These arguments will present both sides of the issue but be founded on their own perspective.

Common Core Standards

- CC.11-12.R.L.5 Analyze how an author’s choices contribute to its overall structure and meaning as well as its aesthetic impact.
- C.11-12.R.I.1 Key Ideas and Details: 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.5 Craft and Structure: 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
- CC.11-12.W.1.a Text Types and Purposes: 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 claim(s), counterclaims, reasons, and evidence.
- CC.11-12.W.2 Text Types and Purposes: 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.
- C.11-12.W.10 Range of Writing: 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.

Reading

Students will continue to read longer, more complex texts as a way to discover different approaches to persuasion, as well as examining how authors use vocabulary, syntax, coherence, and organization to help the readers understand the purpose. Students will analyze the effectiveness of these devices and use this knowledge to improve their own writing.

Statewide Reading Competencies

- Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting.
 - a. Employ appropriate pre-reading and active reading strategies to aid in comprehension and interpretation.
 - b. Recognize and use text characteristics (titles, headings, subtitles, illustrations, graphs, charts, visuals, glossaries, chapter summaries, bolded and italicized text, etc.) to preview a text to make meaning.
 - c. Use a text’s structural characteristics (topic sentences and transitional words and phrases, introductions, conclusions, patterns of organization, etc.) to make meaning.
- Students can understand credibility and reliability of evidence in texts while reading.
 - a. Evaluate the effectiveness of an author’s use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging.
 - b. Determine (discuss) 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.
 - c. Assess the strengths and limitations of a source in terms of the task, purpose, and audience.
 - d. Evaluate the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source.
 - e. Evaluate differences in sources across modes and media.
 - f. Evaluate how claims are supported with evidence and the effectiveness of those claims.

- g. Develop interpersonal and intertextual connections.

Writing

Students will create argumentative essays to examine how the readings challenge their beliefs or values or support or refute their positions on issues. Although an essay may be used to introduce the topic, student arguments are initially based on their own reasoning. With that, multiple brainstorming techniques will be introduced and practiced during this time. Students will have the opportunity to try each technique prior to writing a full essay so they can select the best approach for audience, purpose, and task. Students will be given many opportunities for revision and will continue work on grammar and syntax structures. Therefore, a multiple draft system will allow students to better understand how an argument changes because of feedback and the introduction of new viewpoints. Students will also receive instruction on blending and embedding quotations, and citing sources. Finally, through the multiple revision process, students will learn to properly format a response for their specific audience, purpose, and task.

Statewide Writing Competencies:

- Students can choose writing processes based on audience, purpose, and task.
 - a. Choose brainstorming and drafting strategies appropriate for the audience, purpose, and task.
 - b. Use reflection and feedback from peers and teacher to strengthen writing.
 - c. Use editing and proofreading strategies to improve writing and conventions.
 - d. Submit the final product in an appropriate format based on task, audience, and purpose.

Formative Assessments:

- Grammar and editing activities
- Annotation of long, complex texts
- Outlining texts (including multiple forms of graphic organization)
- Outlining arguments (including multiple forms of graphic organization)
- Drafts and revisions of paragraphs and essays
- Peer editing
- Whole group discussions
- Metacognitive and essential skills reflection

Summative Assessments: (the following essays may change from year to year)

- Essay “Should I try to do better than my parents?” (one source argumentative essay) (Week 9)

Quarter 4

Argumentative Synthesis

In this quarter, students will demonstrate their ability to think through the topic at hand by considering the sources critically and creating a composition that synthesizes conversations with the sources into his or her thinking.

The quarter will focus on using others’ arguments in support of the students’ own arguments. This involves the skills used in previous units including summarizing, evaluating, integrating quotes and citing sources with MLA format.

Common Core Standards

- CC.11-12.R.L.1 Key Ideas and Details: 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.7 Integration of Knowledge and Ideas: 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.
- CC.11-12.W.2 Text Types and Purposes: 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.K-12.W.R.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research

Reading

Students will continue to read longer, more complex texts as a way to synthesize ideas from various authors and texts. Students will analyze the effectiveness of these devices and use this knowledge to improve their own writing. Students will evaluate each source in regards to its credibility and apply that source to their writing.

Statewide Reading Competencies

- Students can understand credibility and reliability of evidence in texts while reading.
 - a. Evaluate the effectiveness of an author’s use of structure in exposition or argument, including the ways in which the structure may make points clear, convincing, and engaging.
 - b. Determine (discuss) 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.
 - c. Assess the strengths and limitations of a source in terms of the task, purpose, and audience.
 - d. Evaluate the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the source.
 - e. Evaluate differences in sources across modes and media.
 - f. Evaluate how claims are supported with evidence and the effectiveness of those claims.
 - g. Develop interpersonal and intertextual connections.

Writing

In the culminating section of the course, students will be introduced to a topic through reading multiple sources that have differing perspectives. Once they have evaluated each source, each student will develop an appropriate tone, style, and organization to achieve their purpose based on the task and audience. Furthermore, they will select, cite, and smoothly integrate their chosen sources to support their claims. Because of their use of multiple sources, students will also develop a works cite page to show proper citation of those sources.

Statewide Writing Competencies:

- Students can engage with evidence while writing.
 - a. Write to reflect on the stylistic decisions made by other authors.
 - b. Engage with evidence to expand and support their own ideas, arguments, and perspectives to convey their messages with impact and beauty appropriate to a given audience and purpose.
 - c. Write to support claims for analysis or to examine and convey complex ideas, concepts, and information in substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - d. Demonstrate an ability to evaluate source texts for the author’s purpose, angle, and coverage including where the text leaves matters uncertain.
 - e. Apply diverse sources that present authoritative, trustworthy, credible, and reliable information to support their own analysis and claim.
 - f. Demonstrate an understanding of the reasons behind citation practices to avoid plagiarism and overreliance on any one source.

- g. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - h. Integrate information into the text selectively to maintain the flow of ideas.
- As a contributing writer...
 - a. Evaluate role as a contributing writer in information community.
 - b. Evaluate and integrate multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem.

Formative Assessments

- Grammar and editing
- Annotation of long, complex texts
- Outlining texts (including multiple forms of graphic organization)
- Outlining arguments (including multiple forms of graphic organization)
- Drafts and revisions of paragraphs and essays
- Peer editing
- Whole group discussions
- Short writing
- Assertion journals
- Metacognitive and essential skills reflection

Summative Assessment

Synthesis Argument Essay: What is the first thing that your high school should work on to improve the culture and climate in the building?

Process Competencies and Mindsets Embedded Within the Course:

When it comes to process competencies, teachers will focus on modeling and developing the proper mindsets for students. Teachers will emphasize simple concepts and protocols throughout the course that can frame the process competencies. Some sample ideas for emphasis can be the following:

- Labor equals learning.
- In class we speak to (1) understand, (2) be understood, and (3) develop positive relationships with others.
- Students have the right to seek help from their teachers and to utilize available resources.
- *Yet* is a powerful word, for students and teachers alike.
 - *We are all incomplete people whose futures are yet to be determined; growth is critical.*
- Everyone has the right to feel safe, valued, and welcome in class, always.

With the development of classroom mindsets and protocols such as these, the process competencies can be introduced, discussed, and improved in a variety of classroom activities. Some activities and opportunities for emphasis will include group work, presentations, discussions, homework completion, course preparation, tutoring opportunities, peer reviews, and reflections. To help emphasize individual accountability for growth students will reflect upon their behaviors within the competencies and develop goals for improvement at the end of each quarter. (An Academic Accountability Reflection tool is included in this document after the list of process competencies). This reflection gives students a direct awareness that learning is not only a partnership, but also something over which they have incredible control. Control equals hope for the students, so the overall

goal of the process competencies is to develop habits for success and to instill confidence within the students for success in any environment.

Here is the complete list of process competencies for teachers to emphasize:

Metacognition

- *Planning and Monitoring*: Students will construct and monitor an adaptive plan of action to structure their learning process using reading, writing, or critical thinking skills, such as the following:
 - a. identify and address break-downs in reading comprehension.
 - b. assess and address effectiveness of writing strategies to communicate a claim.
 - c. set goals for on-going learning with appropriate revisions in response to progress.
 - d. develop and assess the learning process.
 - e. ask questions to identify issues of comprehension and complexity.
 - f. persist through complex literacy tasks.
 - g. engage challenging ideas, methods, and texts in order to develop literacy skills.
- *Self-Reflection*: Students will reflect upon collected and original thoughts in order to strengthen their reading, writing, and critical thinking processes, such as the following:
 - a. understand the impact of biases and assumptions on various groups and on themselves.
 - b. monitor biases and assumptions while working through literacy tasks.
 - c. make connections between self and the task.
 - d. seek help from appropriate resources.
 - e. articulate and assess methods of self-reflection.
 - f. adjust position, perspective, or plan as needed.
 - g. reflect on how understanding has changed.
- *Transfer*: Students will transfer reading, writing, and critical thinking processes purposefully to authentic contexts beyond the ELA classroom. Expectations are as follows:
 - a. make connections between self and world.
 - b. make intertextual connections.
 - c. create new meaning and original ideas from learned content.
 - d. apply background knowledge to new learning contexts.
 - e. recognize and apply complementary learning processes among reading, writing, critical thinking.
 - f. identify appropriate literacy strategies for the given task.
 - g. apply cross-disciplinary learning processes to new learning contexts.

Essential Skills

- *Personal Ethics*: Students will...
 - a. see others as individual people and build relationships regardless of personal similarities or differences.
 - b. be encouraged to overcome obstacles to achieve their goals/accomplish their tasks.
 - c. take responsibility for their own success by seeking assistance and guidance.
 - d. stay on-task and use appropriate technological tools for appropriate purposes.
- *Work Ethic*: Students will...
 - a. prioritize tasks and establish realistic deadlines that allow time for the work to be completed with

feedback and revision.

- b. respect others' time by being on-time and having work completed when due.
 - c. be present and engaged when expected or promised.
 - d. complete one's "fair share" of work based on the team's expectations.
- *Teamwork*: Students will...
 - a. be open-minded to others' ideas and feedback as well as different processes and products.
 - b. understand that others will have different experiences and ideas.
 - c. identify others' perspectives through written text and in face-to-face work.
 - d. engage with others in ways that focus on the content and are respectful in tone.
 - e. seek to achieve compromise that is acceptable to everyone involved.
 - f. ask for support in mediating conflict when necessary.
 - *Communication*: Students will...
 - a. use correct technology (i.e., email and face-to-face) to share a particular message for a specific audience and purpose.
 - b. eliminate distractions to focus on the speaker.
 - c. provide appropriate non-verbal feedback cues and body language to acknowledge what the speaker is saying.
 - d. convey ideas and express information in a manner appropriate for the audience, purpose, and task.

Academic Accountability Reflection tool: Consistent student participation, preparation and a positive attitude are a vital part of learning because learning is a joint effort between teacher and student. Consider the following skills and your approach to each of them. Complete the chart below.

Process Competencies	Identifiable Skill	I can and do do this...	I can and do this...	I can but do this...	I can but do this...
Communication and Contributions	Student routinely provides original ideas that spark conversation and moves understanding forward when participating in classroom discussions and is a definite leader who simply does not regurgitate Spark Notes or others' ideas.	Always	Usually	Sometimes	Rarely
	Student routinely conveys ideas and express information in a manner appropriate for the audience, purpose, and task.	Always	Usually	Sometimes	Rarely
	Student routinely uses correct technology (i.e. email, in-person conversations, appropriate formats, etc.) to share a particular message for a specific audience and purpose.	Always	Usually	Sometimes	Rarely
	Student routinely is an engaged listener who eliminates distractions to focus on speaker.	Always	Usually	Sometimes	Rarely
	Student routinely provides appropriate non-verbal and body language feedback cues to acknowledge the speaker.	Always	Usually	Sometimes	Rarely

**Personal Ethic
and Teamwork**

Student provides challenging thoughts and questions that might be critical of another's ideas in a positive and respectful manner.	Always	Usually	Sometimes	Rarely
Student is always an awake and engaged learner and knows the difference between <i>being critical of a person's idea</i> rather than <i>criticizing a person</i> .	Always	Usually	Sometimes	Rarely
Student stays on-task and uses appropriate technological tools for appropriate purposes.	Always	Usually	Sometimes	Rarely
Student overcomes obstacles to achieve goals and accomplish tasks.	Always	Usually	Sometimes	Rarely
Student takes responsibility for their own successes by seeking assistance and guidance.	Always	Usually	Sometimes	Rarely
Student attempts to build relationships regardless of personal similarities or differences	Always	Usually	Sometimes	Rarely
Student is open minded to others' ideas and feedback and acknowledges the perspectives, experiences, and ideas of others are valid despite being different from their own and is respectful of other classmates and the teacher.	Always	Usually	Sometimes	Rarely
Student attempts to work towards respectful and fair conflict resolution that is acceptable to all involved.	Always	Usually	Sometimes	Rarely

Focus, Planning, and Monitoring	Student comes to class on time, follows all classroom procedures, brings needed materials to class and is always in her seat ready to work before the bell rings.	Always	Usually	Sometimes	Rarely
	Student consistently stays focused on in-class work and what needs to be done. Self-directed and highly motivated.	Always	Usually	Sometimes	Rarely
	Student monitors breakdown in reading comprehension.	Always	Usually	Sometimes	Rarely
	Student asks questions to clarify understanding.	Always	Usually	Sometimes	Rarely
	Student keeps learning goals in mind and evaluates strengthens the effectiveness of their writing and work in regards to those goals.	Always	Usually	Sometimes	Rarely
Self-Reflection and Work Ethic	Student comes to class prepared with the all assigned homework, readings, and work already completed.	Always	Usually	Sometimes	Rarely
	Student understands and meets all the deadlines, prepares ahead of time for major projects and assignments, uses resources to avoid missing work, and follows classroom time lines and transitions activities with the rest of the class.	Always	Usually	Sometimes	Rarely
	Student monitors their own biases regarding various groups and understands the impact of those biases in their work and interactions	Always	Usually	Sometimes	Rarely
	Student makes connections between self and tasks.	Always	Usually	Sometimes	Rarely

	Student articulates accurate and meaningful self-reflection to adjust position, perspective, or plan to improve quality of learning.	Always	Usually	Sometimes	Rarely
	Student can identify through reflection how their understanding has been affected by what they have learned.	Always	Usually	Sometimes	Rarely
	Student completes their part of group work with fidelity and integrity.	Always	Usually	Sometimes	Rarely
Application and Transfer	The student	Provides work of the highest quality that reflects the student's best efforts.	Provides high quality work that also reflects effort from the student.	Provides acceptable work that meets the requirements, but more effort or time could have been given.	Provides sloppy work that reflects very little effort or does not turn in any work.
	The student	Demonstrates an understanding with many connections of content and ideas beyond the classroom and to new contexts.	Demonstrates an understanding with some connections of content and ideas beyond the classroom and to new contexts.	Demonstrates an understanding with few connections of content and ideas beyond the classroom and to new contexts.	Demonstrates an understanding of materials and ideas limited to the classroom work.

* Always = every single day | Usually = on most days | Sometimes = more often than not | Rarely = less than half the time

Instructions to students:

Below, reflect on how you have done in each of the following categories of academic behaviors and preparedness. CHOOSE TWO areas for which to set goals of improvement, and provide a plan you will do for improvement. Please include how I as your teacher can be helpful to your plan, as teaching and learning are both our responsibilities.

Process Competencies	Self-Assessment and Goal Planning
Communication and Contributions	
Personal Ethic and Teamwork	
Focus, Planning, and Monitoring	
Self-Reflection and Work Ethic	
Application and Transfer	

The content and themes for this course will evolve and change over time. Below are some sample thematic organizations that we can be used:

Quarter 1

Reading:

Anchor Texts

“Chapter 1” They Say, I Say, Gerald Graff and Cathy Birkenstein

“Chapter 1 & 2” Everyday Use, Hephzibah Roskelly & David Jolliffe

“Chapter 2” The Language of Composition, Renee Shea et al

“Chapter 2” Conversations in American Literature, Robin Dissin Aufses et al

Essays: Education and Identity

“Just Walk on By: Black Men in Public Spaces” Brent Staples (Reading Evaluation)

“The Joy of Reading and Writing, Superman and Me,” Sherman Alexie

“Learning to Read,” Malcolm X

“Class Dismissed,” Walter Kirn

“I Just Wanna Be Average,” Mike Rose

“The History Teacher,” Billy Collins (poem)

“Spirit of Education,” Norman Rockwell (painting)

“Tables”, Reading at Risk Report (Chart)

Quarter 2

Anchor Texts:

“Chapter 1” They Say, I Say, Gerald Graff and Cathy Birkenstein

“Chapter 1 & 2” Everyday Use, Hephzibah Roskelly & David Jolliffe

“Chapter 2” The Language of Composition, Renee Shea et al

“Chapter 2” Conversations in American Literature, Robin Dissin Aufses et al

Essays: Gender Issues

“Women’s Brains,” Stephen Jay Gould

“About Men,” Gretel Ehrlich

“Being a Man,” Paul Theroux

The Myth of the Latin Woman: I just met a Girl Named Maria,” Judith Ortiz Cofer

“I Want a Wife,” Ellen Goodman

“Why Boys Wont Read,” Mark Bauerlein and Sandra Stotsky

“Barbie Doll,” Margie Piercy (poem)

“Cathy” Cathy Guisewite (cartoon)

Quarter 3

Anchor Readings:

“Chapter 2” They Say, I Say, Gerald Graff and Cathy Birkenstein

“Chapter 3 & 4” Everyday Use, Hephzibah Roskelly & David Jolliffe

“Chapter3” Conversations in American Literature,” Robin Dissin Aufses et al

Essays: Working Parents

“More Working Parents Play ‘Beat the Clock,’” Marilyn Gardner

“Why Women Have to Work,” Amelia Warren Tyagi

“A Case for Staying Home,” Claudia Wallis

“My Mother, Myself, Her Career, My Questions” Kimberly Palmer

“Don’t Call Me Mr. Mom,” Buzz McClain

Quarter 4

Readings:

Anchor Texts

“Chapter 3” They Say, I Say, Gerald Graff and Cathy Birkenstein

“Chapter 5” Everyday Use, Hephzibah Roskelly & David Jolliffe

“Chapter 3” The Language of Composition, Renee Shea et al

“Chapter 4” Conversations in American Literature,” Robin Dissin Aufses et al

Essays: The Environment

From “Silent Spring,” Rachel Carson

Assorted Current Pro and Com Essays on Global Warming