

Course Title – English IV

Implement start year – 2016-2017

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Unit #1 , topic – Writing: College Application Essay, Rhetorical Analysis, and Argumentation

Transfer Goal –Students will be able to use fiction, non-fiction and media sources to compose a college essay, rhetorical analysis, and an argumentation essay in preparation for the rigors of college writing and beyond.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

[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.11-12.3](#)

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

[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.

[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.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

[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.11-12.3](#)

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.

[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.11-12.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

[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.11-12.3](#)

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.

[CCSS.ELA-Literacy.L.11-12.5](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

[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.

Enduring Understandings:

Students will understand that . . .

EU 1: Clear and intellectual writing skills are crucial for college acceptance and success

EU 2 : rhetorical strategies are necessary to influence speaking/writing.

EU 3: The study of vocabulary and the command of the conventions of standard English grammar are necessary for effective writing

Essential Questions:

EU 1

- What is SOAPS' role in a successful college application essay?
- How does awareness of SOAPSTONE contribute to the success of the final essay product?
- What patterns of development lend themselves to writing the college essay?
- What is process for perfecting and building the college essay?
- How can students best respond to their selected essay prompts?

EU 2

- How can the author/speaker construct his or her argument--whether written or spoken--to accomplish the desired effect upon his or her audience?

EU 3

- How can the omission of crucial punctuation change the entire meaning of a sentence?
- Why is having an expanded vocabulary necessary for effective writing?

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| <p>EU 4: Argumentative writing involves emotional and logical arguments that are supported by facts(logos), details, or emotional appeals(Pathos)</p> | <p>EU 4</p> <ul style="list-style-type: none"> • How does a writer use rhetorical devices to argue/persuade? • How do writers use the writing process to create an argument that is clear, logical, and convincing? |
| <p>Knowledge: <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • definition of SOAPSTONE components (taught in junior year curriculum). • brainstorming techniques--aim for creativity with impunity. • the different between specificity and generalization as well as mundane and creative. • peers, parents, and teachers can aid in the editing process. <p>EU 2</p> <ul style="list-style-type: none"> • how to identify SOAPSTONE within argumentative writing • definitions of <i>ethos, logos, and pathos</i> • how to implement the use of ethos, pathos, and logos in argumentative writing <p>EU 3</p> <ul style="list-style-type: none"> • definitions synonyms and antonyms of higher level vocabulary • effective word choice improves communication • proper grammar and conventions play a role in creating an effective piece of writing <p>EU 4</p> <ul style="list-style-type: none"> • argumentative writing needs to have a clear purpose and focus • effective writers are to select and use appropriate information, which they must evaluate different sources for reliability and accuracy. | <p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • apply their knowledge of SOAPSTONE to the college essay, especially audience. • brainstorm responses to selected essay prompts. • create an introduction and conclusion to the body of their essay. • add specificity and creativity to their essay. • seek feedback from parents, peers, and teachers. <p>EU 2</p> <ul style="list-style-type: none"> • identify the key parts of a passage, especially subject, occasion, audience, purpose, and speaker. • identify ethos, pathos, logos in writing samples • implement ethos, pathos, logos in their argumentative essay <p>EU 3</p> <ul style="list-style-type: none"> • define and use vocabulary words • use appropriate vocabulary to enhance writing • use proper grammar and mechanics <p>EU 4</p> <ul style="list-style-type: none"> • recognize and understand the parts of an argumentative essay |

- evaluating argumentative writing relies on the strength of supporting details

- analyze and summarize an argumentative essay
- discuss characteristics of an argumentative essay
- write an argumentative essay using the writing process

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

Quizzes on terminology: SOAPSTONE; *ethos, logos, pathos*

Peer review of argumentative and rhetorical essay

Teacher conference with college application essay

Quizzes on rhetorical definitions and strategies

Student-created template for rhetorical analysis

Persuasive speech using pre-identified strategies

Quizzes on Grammar: punctuation and mechanics (quizzes will be based on class needs)

Stage 3 – Learning Plan

Stage 3-Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Mini-lessons reviewing SOAPSTONE and *ethos, logos, pathos* (A)
- Mini-lessons on grammar and punctuation seminal to writing, including, but not limited to, commas, semicolons, and colons (A)
- Mini-lessons on rhetorical strategies (A)
- Evaluate model student college essays, mapping them for SOAPSTONE, effective introductions and conclusions, specificity, and creativity (M).
- Students will brainstorm on how to begin and conclude a speech or an essay (M).
- Evaluate various texts, fiction and nonfiction, for SOAPSTONE and appeals (M).
- Evaluate various texts for the persuasive techniques (rhetorical) the author uses to persuade his/her audience.(M)
- Given a real-life or literary example, identify the target audience and justify the choice. (M)
- Students will speak and/or write about a significant life experience and the effect that experience has had on the way they are today (M-T).

- Choose a commercial (live or print) which demonstrates appeals to ethos, logos and pathos equally well. Present the commercial to the class and explain how each element is seen(M,T)
- Create a graduation speech using the various rhetorical devices (T)
- Research a current event, choose a side, and take a stance (T)

Resources:

- AP Central <http://apcentral.collegeboard.com/home>
- *Reading and Writing Short Arguments*
- *50 Essays: A Portable Anthology (Samuel Cohen)*