



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Unit 1 - Making the transition from high school writing to college writing
Timeframe	2 weeks
Vision of the Graduate	
Problem Solving - Students will engage with issues and problems raised through the readings. Communication - Students will write and edit 2 different inquiry based essays. Students will also communicate in multiple modes and genres. Collaboration - Students will work together in workshops to peer edit their compositions	
Unit Priority Standards	
<i>Note: This course aligns with Common Core Standards, but as a UConn Early College Experience course, also extends beyond 12th grade standards.</i> 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.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.11-12.3. 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.11-12.7. 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.11-12.3. 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.	
Unit Supporting Standards	
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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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). 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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

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.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.

Essential Questions

How do college academic writers approach composition? How do thinkers determine what to write about?

Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
<i>NOTE: these skills repeat in each unit throughout the year, and are moves required in the UConn First Year Writing (FYW) Curriculum.</i> 1. Summarizing: 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. 2. Analyzing what the text says explicitly and implicitly, and what it leaves uncertain, explaining how specific individuals, ideas, or events interact and develop over the course of the text 3. Evaluating multiple sources of information presented in different media or formats 4. Quoting and citing strong, relevant text evidence 5. Determining meaning of words and phrases used in a text, integrating multiple sources of information presented in different media or formats 6. Discussing texts and writing through collaborative dialogue, including building on others' ideas and expressing their own clearly and persuasively 7. Inquiring: allowing curiosity to lead engagement, discussion and research 8. Drafting and revising compositions	1. Seminar classroom discussion guidelines: a. Confidentiality. We want to create an atmosphere for open, honest exchange. b. Our primary commitment is to learn from each other. We will listen to each other and not talk at each other. We acknowledge differences amongst us in backgrounds, skills, interests, and values. We realize that it is these very differences that will increase our awareness and understanding through this process. c. We will not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences. d. We will trust that people are always doing the best they can. e. Challenge the idea and not the person. If we wish to challenge something that has been said, we will challenge the idea or the practice referred to, not the individual sharing this idea or practice. f. Speak your discomfort. If something is bothering you, please share this with the group. Often our emotional reactions to this



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

9. Composing argumentative, informational, and narrative writing (all three are blended in the two essays students will compose) 10. Peer Review of student work: See OWL at Purdue standards for details FYW “Moves”: 1. Collecting/Curating: In this move, students are asked to gather (collect) <i>material</i> from a site, an environment, or their lives and represent it (curate) through writing/creation. Students not only produce whatever material they can find; they carefully select <i>what</i> information needs to be presented to achieve the assignment’s goals and also to think critically about the <i>way</i> the material will be presented. Assignments emphasizing collecting and curating ask students to focus on objects, experiences, and ideas from their surroundings, environment, and/or experiences, and to visibilize them through the process of collection and curation. We might think of the ways museums and galleries curate work and artifacts, for example (and the ethics of curating existing work). 2. Engaging: In this move, students learn to identify, describe, and interact with (engage) an intellectual conversation. This conversation need not feature “academic” (scholarly) voices necessarily, but it should feature a complex issue of critical importance. In this move, students synthesize what one or more authors has articulated and make a conversation about the issue visible to their audience. They may begin situating themselves in relationship to a conversation the author or speaker is investigating, but they are not necessarily intervening into it. They may respond to a text or texts (of varying media), and they may situate their own experiences in relationship to that text or those texts, but they aren’t offering a theory that explains a pattern, or opening up new areas of inquiry. 3. Contextualizing: When students contextualize, they are situating ideas, arguments, or practices in a larger context (e.g., a historical context, a critical context, a cultural context) in order to call their audience’s attention to that context. Contextualizing goes beyond summarizing the relevant information about an author or idea; when students contextualize, they use research in order to construct or bring into view a	process offer the most valuable learning opportunities. g. Step Up, Step Back. Be mindful of taking up much more space than others. On the same note, empower yourself to speak up when others are dominating the conversation 2. MLA Citation requirements 3. Academic compositional moves: They Say (evaluating, summarizing, quoting), I Say (responding, distinguishing, planting a “naysay”, and saying why it matters) Tying it All Together (connecting the parts, using your voice, using metacommentary) 4. Analysis and evaluation of texts 5. Peer Review standards (see OWL at Purdue)
--	--



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

picture of the broad-scale situation, circumstance(s), or relationships that surround an issue, text, genre, or mode (as opposed to tracing a particular conversation within an issue, as in engaging a conversation). 4. Theorizing: By theorizing, students produce new knowledge and contribute meaningfully to intellectual conversations. While research is often a first step, when students theorize, they are doing more than interpreting, summarizing, or applying others' ideas. They are <i>creating</i> something that could be interpreted or applied by someone else. Of course, creating new knowledge doesn't always mean providing answers; more often, it means crafting new questions and lines of inquiry, developing new terms, or crafting a critical vocabulary. 5. Circulating: FYW courses help students develop habits and skills related to writing, but they also allow students to understand how writing circulates actively in the world. An important part of circulating is understanding <i>audiences</i> who will read the writing and also the <i>media</i> the writing uses. An assignment that asks students to practice circulating creates situations where students have readers and uses for their work beyond their instructor. Circulating assignments especially focus on the relationship between audience, genre and media, and purpose by asking students to take a new and specific audience into account in their writing.	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Reading and discussion of the text <i>They Say, I Say</i> (with readings) Answering questions generated by the text (by themselves, in cooperative groups and as a whole class) Composing two short researched essays. These essays come out of summer reading assignments. Students will choose two text generated essay prompts out of a dozen - these are based on chapters of short essays. Revising one of the above essays (student choice) Peer reviewing each other's writing	Primary text - <i>They Say, I Say</i> by Graff, Birkenstein and Durst Online Writing Lab at Purdue University



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Unit 2 - Introduction to Rhetoric and Argumentation
Timeframe	2 weeks
Vision of the Graduate	
Problem Solving -Students will apply the rhetorical triangle to readings and their own composition Communication - Students will compose their college application essay with an eye and ear towards audience Collaboration -Students will work together to peer revise and edit their application essay	
Unit Priority Standards	
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.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.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.RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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). 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.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.	
Unit Supporting Standards	
CCSS.ELA-LITERACY.RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. 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.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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Essential Questions	
How can the tools of rhetoric be used to improve our communication?	
Is manipulation of another's point of view in an argument ethical? What limits might exist within an ethical framework of rhetoric?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
<i>Detailed descriptions of the following skills are available in the first unit.</i> 1. Summarizing 2. Analyzing 3. Evaluating 4. Quoting and citing 5. Discussing 6. Inquiring 7. Drafting and Revising 8. Composing 9. Applying 10. Collecting/Curating 11. Engaging 12. Contextualizing 13. Theorizing 14. Circulating	<i>All previous expectations are continued. For example, in all of our readings and compositional forays, we WILL use the basics of academic writing and engaging reinforced by They Say, I Say, and we will follow the guidelines for productive seminar discussions.</i> 1. The rhetorical triangle - rhetor, subject audience (also include aim, context, and genre) 2. The classical appeals - ethos, logos, pathos 3. SOAPS - subject, occasion, audience, purpose 4. Logical fallacies
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Reading and annotating course texts Small group discussion and whole class discussion: Students use discussion guidelines. For this unit, discussions begin with questions raised through analysis of mentor texts, such as President Kennedy's inaugural speech, and the examples used by Jay Heinrichs in his book. Drafting and composing the college application essay, paying particular attention to audience and creative rhetorical moves Peer editing and revising the college application essay	<i>Thank You for Arguing</i> , by Jay Heinrichs ArgueLab.com <i>The Language of Composition</i> , by Shea, Scanlon and Aufses Believing and Doubting pdf - for peer review



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Unit 3 - It's ALL political. Policy, politics and communication. The following inquiry questions will guide units 3 and 4. <i>"For every complex problem, there's a solution that is simple, neat, and wrong."</i> <i>H.L. Mencken</i> Mencken wittily claimed that people, Americans specifically, crave simple solutions to complex problems. <i>In a world of algorithm driven news cycles and social media posts, is it possible to persuade people to consider complex solutions to complex problems? Is it possible to persuade people to consider solutions outside of their own bias and comfort zone? How can the skills of rethinking and unlearning play a role in how we arrive at solutions?</i>
Timeframe	6 weeks
Vision of the Graduate	
Problem Solving - Students will determine a policy issue relevant to them, research the details of that policy issue, and create pro and con arguments. Communication - Students will verbally debate their policy issue, and compose video commercials pro and con to convince voters Collaboration - Students will work together in small groups in a design studio model to create policy debates and video advertisements.	
Unit Priority Standards	
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.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.11-12.3. 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.11-12.7. 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.11-12.3. 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.11-12.6. 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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

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.

Unit Supporting Standards

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.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.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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

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.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.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.

Essential Questions

Is it possible to persuade people to consider complex solutions? Are complex solutions necessarily the best?

Is it possible to persuade people to consider solutions outside of their own bias and comfort zone? How?

How can the mode and medium of a composition affect delivery and reception?

How do our biases work against us being aware of what we do not know?

Performance Expectations:
Skills

Performance Expectations:
Essential Knowledge/Concepts



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Detailed descriptions of the following skills are available in the first unit.

1. Summarizing
2. Analyzing
3. Evaluating
4. Quoting and citing
5. Discussing
6. Inquiring
7. Drafting and Revising
8. Composing
9. Applying
10. Collecting/Curating
11. Engaging
12. Contextualizing
13. Theorizing
14. Circulating
15. Debating: 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. Policy Debate structure will be used, which requires composing "constructive" speeches, cross examinations, and rebuttals.
16. Creating and editing video and graphics: Use technology, including the Internet, to produce, publish, and update individual or shared compositional products in response to ongoing feedback, including new arguments or information.
17. Researching: use the UConn library and databases to 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. Field research is also required - interviewing and engaging with experts and stakeholders.

All previous expectations are continued. For example, in all of our readings and compositional forays, we WILL use the basic rules of rhetoric - the triangle, the appeals, etc.

1. Working definitions of politics and policy
2. Policy debate structure (affirmative and negative positions delivered through two constructive speeches each, with opportunities to cross examine, and two rebuttals each)
3. Persuasive argumentation techniques
4. Design techniques for creating a 15-30 second commercial
5. Ethical interviewing techniques



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Reading and noting essays from the textbook <i>The Language of Composition</i>	<i>The Language of Composition</i> - politics and language chapters
Reading and noting chapters of Adam Grant's <i>Think Again</i>	Policy debate rules and regulations
Researching and exploring issues of policy (policy determined by students)	<i>Thank You for Arguing</i>
Discussing policy issue of choice	TedTalks on confirmation bias, and racial bias
Preparing for and engaging in debate in small groups: writing constructive speeches, cross examinations, and rebuttals	<i>Think Again</i> , by Adam Grant (or chapters)
Composing short video commercials in studio	Believing and Doubting pdf - for peer review
Composing single page graphic policy posters	Personnel to help critique and judge the commercials
Peer review of student work	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Unit 4 - Education To what extent do our schools serve the goals of a true education? How do we make changes to an industry that is notoriously slow to change? The following inquiry questions will guide units 3 and 4. <i>"For every complex problem, there's a solution that is simple, neat, and wrong."</i> <i>H.L. Mencken</i> Mencken wittily claimed that people, Americans specifically, crave simple solutions to complex problems. <i>In a world of algorithm driven news cycles and social media posts, is it possible to persuade people to consider complex solutions to complex problems? Is it possible to persuade people to consider solutions outside of their own bias and comfort zone? How can the skills of rethinking and unlearning play a role in how we arrive at solutions?</i>
Timeframe	QUARTER 2 8 weeks -essentially the vast majority of the second quarter
Vision of the Graduate	
Problem Solving - Students will identify issues with education, particularly in line with how we are or are not serving the goals of a true education - a phrase that they will need to define. Students will need to research and evaluate possible solutions to problems in education. Communication - Students will compose a field research project that requires interview and in person engagement with stakeholders and compose a lengthy multimodal research paper Collaboration -Students will work cooperatively doing library research	
Unit Priority Standards	
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.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.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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

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.

Unit Supporting Standards

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.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.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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

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.

Essential Questions

Is it possible to persuade people to consider complex solutions? Are complex solutions necessarily the best?

Is it possible to persuade people to consider solutions outside of their own bias and comfort zone? How?

How can the mode and medium of a composition affect delivery and reception?

How do our biases work against us being aware of what we do not know?

How do we define a “true” education? Are US schools providing a “true” education? What gets in the way of doing so?

Performance Expectations: Skills

Detailed descriptions of the following skills are available in the first unit.

1. Summarizing
2. Analyzing and evaluation of documentary films as well as written text
3. Evaluating
4. Quoting and citing
5. Discussing
6. Inquiring
7. Drafting and Revising

Performance Expectations: Essential Knowledge/Concepts

1. Field research and library research strategies
2. Interviewing techniques
3. Understanding of the term “ecology” as applied to knowledge and conversations around a specific topic



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

8. Composing 9. Applying 10. Collecting/Curating 11. Engaging 12. Contextualizing 13. Theorizing 14. Circulating 15. Researching using the UConn library and databases to gather relevant information from multiple authoritative print and digital sources 16. Using advanced searches effectively 17. Assessing the strengths and limitations of each source in terms of the task, purpose, and audience 18. Integrating information into the text selectively to maintain the flow of ideas, 19. Avoiding plagiarism and overreliance on any one source 20. Following a standard format for citation 21. Interviewing and engaging with experts and stakeholders 22. Informational Literacy Goals as required by UConn	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Readings in the Education chapter of <i>The Language of Composition</i>, and online articles Annotating the readings in the textbook as well as articles found online Watching and reviewing the documentaries <i>Waiting for Superman</i> and <i>Race to Nowhere</i> and a variety of TedTalks Field research: collecting interviews and photos of local individuals - project based on <i>Humans of New York</i> UConn Library research including journaling about the process “On Going Down the Rabbit Hole” (exercise), Extraordinary Research parts 1 and 2 Writing an annotated bibliography for research into areas of inquiry in Education (models found on OWL at Purdue) Composing a multimodal research project: student inquiry led, on specific areas of interest and issue in education,	<i>The Language of Composition</i> - Education chapter <i>Habits of the Creative Mind</i> - by Miller and Jurecic “On Going Down the Rabbit Hole” UConn library and librarians (site visit if possible) Ted Talks on Education Internet sources for contemporary research on education Online Writing Lab at Purdue University <i>Waiting for Superman</i> documentary <i>Race to Nowhere</i> documentary Believing and Doubting pdf - for peer review Exemplars of previous student work



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

and using the “webstory” model of multimodal composition - text, images, graphics, pull out quotes and other graphic elements are used to present the project using Adobe Spark	Exemplar of academic multimodal composition (Duke University)
Peer review of student work	Project proposal template

Grade(s)

Grade 12



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Unit Title and Purpose	Unit 5 - Hamlet in the culture and language This unit is a bridging unit from the study of education as a complex policy issue to the study of language and its power to form ideas and patterns of thought.
Timeframe	QUARTER 2 2 weeks - end of second quarter into third quarter
Vision of the Graduate	
Problem Solving - students will identify issues with Shakespearean language, its inclusion in the language of today, and make choices of performance Communication - students will compose a "lab report" on their experience with reading and performing Collaboration - students will work cooperatively in their readings and performance of speeches of the play	
Unit Priority Standards	
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.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). 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. (Including Shakespeare as well as other authors.) 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.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.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. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
Unit Supporting Standards	
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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

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.

Essential Questions

Why is Hamlet still relevant? How does this 400+ year old play inform our language and culture?

Performance Expectations: Skills

Detailed descriptions of the following skills are available in preceding units.

1. Summarizing
2. Analyzing
3. Evaluating
4. Quoting and citing
5. Discussing
6. Inquiring
7. Drafting and Revising
8. Composing
9. Applying
10. Collecting/Curating
11. Engaging
12. Contextualizing
13. Theorizing
14. Circulating
15. Researching
16. Acting: students will perform a selection of the text, demonstrating (or attempting to demonstrate) how the choices in delivery of the language can shape meaning

Performance Expectations: Essential Knowledge/Concepts

1. Basic understanding of Shakespeare's background (previous knowledge from ninth and tenth grades)
2. Recognition of the ubiquitousness of *Hamlet* in the culture
3. Recognition of how the meaning of text can be shaped by the choices of a performer

Student Learning Tasks & Resources

Read and watch *Hamlet*

Read and discuss "Caviar to the General"

Compose a "lab report" on their experience with Shakespeare in general, *Hamlet* specifically, and their choice of passage

Suggested Teacher Materials & Resources

Hamlet, by William Shakespeare

"Caviar to the General" by Douglas Lanier (essay on *Hamlet* in the popular culture)

YouTube for multiple versions of the "To be or not to be" soliloquy



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Research, review, examine and evaluate different performances of soliloquies/dialogues from <i>Hamlet</i> (teacher supplies for "To be or not to be") Perform a 14 line scene (minimally) for the classroom audience Evaluate effectiveness of choices in peer performances Peer review of student work	PBS documentary on <i>Hamlet</i> from "Discovering Shakespeare" series Kenneth Branagh film version of <i>Hamlet</i> YouTube - "Hamlet" from <i>The Complete Reduced Shakespeare</i>
---	---



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Midterm exam - Student portfolio review
Timeframe	EXAM week
Vision of the Graduate	
Problem Solving - Students will identify areas of growth and areas of strength in their own compositions	
Communication - Students will compose a portfolio review of the first semester’s compositions	
Collaboration - Students will work cooperatively in peer review and in conference with the instructor	
Unit Priority Standards	
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.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.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.	
Unit Supporting Standards	
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.RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).	
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.	
Essential Questions	
How do writers improve their skills? Can a critical analysis of one’s own work lead to both a recognition of growth and a setting of goals for improvement?	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
Detailed descriptions of the following skills are available in preceding units. 1. Summarizing 2. Analyzing; in this case, self analysis	1. Peer review habits and procedures learned and practiced all semester will now be applied to the student’s body of work



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

3. Evaluating 4. Quoting and citing 5. Discussing: with the instructor in a writer's conference 6. Inquiring 7. Drafting and Revising 8. Composing 9. Applying 10. Collecting/Curating 11. Engaging 12. Contextualizing 13. Theorizing 14. Circulating	
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Review of all compositional projects: each student reviews their own collected production Composition of an analytical narrative review of projects Goal setting for next semester's growth as a writer	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Unit 6 - Language <i>How does the language we use reveal who we are?</i> <i>NOTE: [The third quarter (and often a few weeks into the fourth quarter) is all about building towards a complex multimodal research project on gender and gender roles. We read and explore how language, community and pop culture all play a part in how we determine and perform gender roles. How do language, pop culture and/or community (society) define gender? How has this definition shifted in recent years? What impact does this definition have?]</i>
Timeframe	QUARTER 3 3 weeks
Vision of the Graduate	
Problem Solving - Students will identify issues of translation, slang and interpretation Communication - Students will create a slang dictionary and compose an essay inquiring into language that is complicated and troubling in its use Collaboration - Students will work cooperatively on the slang dictionary and in peer review	
Unit Priority Standards	
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.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.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. 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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Unit Supporting Standards	
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.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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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). 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.	
Essential Questions	
How does the language we use reveal who we are? What is included in the term "language?"	
Performance Expectations: Skills	Performance Expectations: Essential Knowledge/Concepts
<i>Detailed descriptions of the following skills are available in the first unit.</i> 1. Summarizing 2. Analyzing 3. Evaluating 4. Quoting and citing 5. Discussing 6. Inquiring 7. Drafting and Revising 8. Composing 9. Applying 10. Collecting/Curating (slang terms in this unit) 11. Engaging 12. Contextualizing 13. Theorizing 14. Circulating 15. Researching	1. Basic understanding of how language works culturally and neurally 2. Understanding of the plasticity of language - it is constantly changing.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Creation of a slang dictionary (group collaboration)	<i>The Language of Composition</i> - Language chapter
Reading and annotating of all essays in the Language chapter	TedTalk - Lera Boroditsky - "How Language Shapes the Way We Think"
Composition of a project (webstory or straight text) that explores the complexity and problems inherent to their	TedTalk - Stephen Pinker - "What Our Language Habits Reveal"



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

choice of word or phrase they find problematic Peer review of student work	Student exemplars Slang dictionaries (online) Examples of words that have shifted (all kinds of online stories here - a different word a year is easily possible) Believing and Doubting pdf - for peer review
--	--



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Unit 7 - Community (with a particularly close look at the effect social media has had on the idea of community) <i>NOTE: [The third quarter (and often a few weeks into the fourth quarter) is all about building towards a complex multimodal research project on gender and gender roles. We read and explore how language, community and pop culture all play a part in how we determine and perform gender roles. How do language, pop culture and/or community (society) define gender? How has this definition shifted in recent years? What impact does this definition have?]</i>
Timeframe	QUARTER 3 4 weeks
Vision of the Graduate	
Problem Solving -Students will identify problematic issues of language in a contemporary context and address how specific language might be better communicated and understood. Communication - Students will compose an essay inquiring into language that is complicated and troubling in its use Collaboration - Students will work cooperatively on the slang dictionary and in peer review	
Unit Priority Standards	
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.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.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. 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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Unit Supporting Standards

CCSS.ELA-LITERACY.RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

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.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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

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.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.

Essential Questions

What is the relationship of the individual to the community? What is the responsibility of the individual to the community and vice versa? How has social media affected this relationship?

Performance Expectations: Skills

Detailed descriptions of the following skills are available in the first unit.

1. Summarizing
2. Analyzing
3. Evaluating
4. Quoting and citing
5. Discussing
6. Inquiring
7. Drafting and Revising
8. Composing
9. Applying
10. Collecting/Curating
11. Engaging
12. Contextualizing
13. Theorizing
14. Circulating
15. Researching

Performance Expectations: Essential Knowledge/Concepts

1. Understanding Rogerian argumentation
2. Understanding of the scope of social media and the algorithms employed in it



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Read and annotate essays/articles in the Community chapter of <i>The Language of Composition</i> Compose a letter to Richard Rodriguez, using Rogerian argument to challenge his notions about public and private languages Compose a dialogue (script) in which six of the authors from the chapter are put into conversation about what constitutes an ideal 21st century community Watch and analyze the documentary film <i>The Social Dilemma</i> Compose a 1000-1250 word essay in which you consider the documentary: What do you see? What do you think about it? Why does it matter? "Basically, your parameters here are that you are looking at <i>The Social Dilemma</i> through the lens of the Community chapter. Use our big questions "what is the relationship between the individual and the community" and/or "what are the responsibilities of the community to the individual or the individual to the community," as a way to focus on "what you see" in the documentary and in life. How does the documentary inform your answers to those questions? How does it play with your understanding of what a community is or what it is for? Are there supporting or complicating voices in our chapter?" Peer review of student work	<i>The Language of Composition</i> - Community Chapter Audio/video reading from Kirwan Institute of "Letter from Birmingham Jail" (YouTube) Documentary film - <i>The Social Dilemma</i>; transcript of documentary Academic Minute - Prof. Gary Giumetti of Quinnipiac University – How Can We Stop Victims of Cyberbullying From Becoming Future Perpetrators?



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Unit 8 - Pop Culture <i>NOTE: (The third quarter (and often a few weeks into the fourth quarter) is all about building towards a complex multimodal research project on gender and gender roles. We read and explore how language, community and pop culture all play a part in how we determine and perform gender roles. How do language, pop culture and/or community (society) define gender? How has this definition shifted in recent years? What impact does this definition have?)</i>
Timeframe	QUARTER 3 3 weeks
Vision of the Graduate	
Problem Solving - Students will identify issues of what makes culture popular and how that popular culture affects individuals and communities Communication - Students will compose a multimodal project engaging with the genre of teen films and how they both reflect and create the zeitgeist Collaboration - Students will work cooperatively in peer review	
Unit Priority Standards	
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.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.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. (Grade-specific expectations for writing types are defined in standards 1-3 above.) 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. 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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

CCSS.ELA-LITERACY.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Supporting Standards

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.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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

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.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.

Essential Questions

To what extent does pop culture reflect or create our society's values?

Performance Expectations: Skills

Detailed descriptions of the following skills are available in the first unit.

1. Summarizing
2. Analyzing
3. Evaluating
4. Quoting and citing
5. Discussing
6. Inquiring
7. Drafting and Revising
8. Composing
9. Applying
10. Collecting/Curating
11. Engaging
12. Contextualizing
13. Theorizing
14. Circulating
15. Researching

Performance Expectations: Essential Knowledge/Concepts

1. Difference between pop culture and culture
2. Understanding of the genre of teen films

Student Learning Tasks & Resources

Define pop culture and categories that might exist within it

Suggested Teacher Materials & Resources

The Language of Literature - Pop Culture Chapter



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Create a contemporary "best of" list for multiple genres of pop culture (books, films, music, dance, fashion, etc) Read and annotate articles and essays in The Language of Composition - Pop culture chapter Consider the impact of pop culture ("Amusing Ourselves to Death") Choose and defend a popular teen film to watch and analyze as a class Compose a multimodal project using audio/video/stills/text (see summative assignment) Peer review of student work	Access to student chosen "teen films" appropriate for seniors Andrew Street on pop culture post "Amusing Ourselves to Death" (comic) - Aldous Huxley vs. George Orwell Teen Tropes of Today
---	---



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Grade(s)	Grade 12
Unit Title and Purpose	Unit 9 - Gender How do language, pop culture and/or community (society) define gender? How has this definition shifted in recent years? What impact does this definition have?
Timeframe	QUARTER 4 6-8 weeks (essentially the vast majority of the fourth quarter, plus the exam time)
Vision of the Graduate	
Problem Solving - Students will identify issues of controversy around perceptions and performances of gender Communication - Students will compose a multimodal research podcast to share with peers Collaboration - Students will work cooperatively on the podcast and in peer review	
Unit Priority Standards	
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.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.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.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. 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.	



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

CCSS.ELA-LITERACY.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit Supporting Standards

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.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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

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.

Essential Questions

What is the impact of the gender roles that society creates and enforces?

How do language, pop culture and/or community (society) define gender? How has this definition shifted in recent years? What impact does this definition have?

How can the podcast work as an academic and rhetorical genre for serious consideration of a complex topic?

Performance Expectations: Skills

Detailed descriptions of the following skills are available in the first unit.

1. Summarizing
2. Analyzing
3. Evaluating
4. Quoting and citing
5. Discussing
6. Inquiring
7. Drafting and Revising
8. Composing
9. Applying
10. Collecting/Curating (slang terms in this unit)
11. Engaging
12. Contextualizing
13. Theorizing
14. Circulating
15. Researching
16. Recording: composition for this project is a podcast, so recording and mixing are necessary skills

Performance Expectations: Essential Knowledge/Concepts

1. Understanding of the difference between biological sex and social gender and the interplay between the two concepts
2. Understanding of podcast forms
3. Familiarity with recording and sound editing (WeVideo software)
4. Expertise on student-selected topic of inquiry



Wethersfield Public Schools

WHS Curriculum: UConn ECE 1007:

Seminar and Studio in Academic Writing and Multimodal Composition

Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Read, annotate, and discuss <i>The Language of Composition</i> Gender chapter Read, review, and discuss resources on podcasts Listen to, analyze, and discuss RadioLab's series "Gonads" Research (public consumption and academic studies) widely and specifically topics of gender - student inquiry informed Formulate a plan for producing a research based podcast Compose the multimodal podcast project: write, record, edit, publish Conference with teacher on progress Peer review of student work Reflect on the multimodal compositions of the year	<i>The Language of Composition</i> - Gender chapter (and language, community and pop culture chapters) UConn library and librarians (site visit if possible) Ted Talks on gender roles (Michael Rezes on performance of gender roles) Internet sources for contemporary research on gender issues Online Writing Lab at Purdue University <i>RadioLab - Gonads</i> a podcast series on the biology of sex and gender Podcast resources: How Podcasts Learned to Speak The once useless-seeming medium that became essential. The Top Ten Different Kinds of Podcast Formats 11 Tips for Mixing and Sound-Designing a Fiction Podcast NPR Training resources for podcasts How to Write a Podcast What does a radio script look like? What does a new package script look like? Believing and Doubting pdf - for peer review Exemplars of previous student work WeVideo software for podcast design WeVideo training series Project proposal template