

College Writing Honors Overview

Content Area: **English/Language Arts**
Course(s): **ENGLISH COMPOSITION I AND II H**
Time Period:
Length: **N/A**
Status: **Published**

COVER

EAST BRUNSWICK PUBLIC SCHOOLS **East Brunswick New Jersey**

Superintendent of Schools
Dr. Victor P. Valeski

ENGLISH/LANGUAGE ARTS
College Writing Honors
Course No. 1009

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Course Adoption: 04/21/1986
Curriculum Adoption: 10/09/1999
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Course Overview

College Writing Honors is a senior year writing intensive course designed to immerse high school students into the expectations and rigor of college writing. During the first semester, students will read, comprehend, analyze, and evaluate multiple nonfiction texts used in *Expository Writing 101* at Rutgers University. Through the process of writing multiple drafts of expository essays, students will develop independent theses that connect and respond to the ideas and information in the texts they read. During the second semester, students will extend their understanding of the college writing process by reading and making connections across thematically linked fiction and nonfiction multimodal texts. Students will continue to learn and develop the skills of clear, correct, effective English by reading essays, longer works of non-fiction prose, and literary criticism. Students will complete a variety of writing projects requiring techniques such as cause and effect, analysis, evaluation, synthesis, argumentation and persuasion.

Anchor Units

Unit	Primary Texts	9
Course Intro	<p>Reading:</p> <ul style="list-style-type: none">• Cathy Davidson, “Project Classroom Makeover” <p>Cathy Davidson’s essay “Project Classroom Makeover” espouses “a calculated exercise in disruption, distraction, and difference: a lesson in institutional unlearning in breaking our own patterns.” Whether it be the Duke iPod experiment or Inez Davidson’s classroom competitions, she promotes educational enterprises with increased “relevance.” She ends the essay with a desire for systems that are more of an “asset” to the students than a “levy.”</p> <p>What role does “unlearning” play in education? To what extent can “unlearning” complicate or challenge future learning, rigor, or relevance in educational institutions?</p>	1-2 w
Paper 1	<p>Reading:</p> <ul style="list-style-type: none">• Steven Johnson, “The Myth of the Ant Queen” <p>Steven Johnson explains the power of “organized complexity” in his essay “The Myth of the Ant Queen.” The systems that he describes-- which propel ant</p>	2-3 w

	<p>colonies, city planning and artificial intelligence software-- are created by "the emergent intelligence of self-organizing systems."</p> <p>How can we distinguish between the "brilliance" of a self-organizing system and results that are produced by the "broad statistical trends" of disorganized complexity? How do these distinctions about "emergence" revise our expectations about how order, intelligence and/or identity are developed?</p>	
Paper 2	<p>Readings:</p> <ul style="list-style-type: none"> • Franklin Foer, "World Without Mind" • Steven Johnson, "The Myth of the Ant Queen" <p>Franklin Foer's chapter "Mark Zuckerberg's War on Free Will" examines the tension between the self-emergent "democratic potential" of social media and the algorithms that curate this content into a "carefully managed top-down system."</p> <p>How does Foer's analysis of the conflict between self-organizing systems and the people who attempt to control them complicate and develop Johnson's presentation of complex systems? What does the relationship between the two essays suggest about free will and autonomy?</p>	2-3 w
Paper 3	<p>Readings:</p> <ul style="list-style-type: none"> • Susan Faludi, "The Naked Citadel" • Franklin Foer, "Mark Zuckerberg's War on Free Will" • Steven Johnson, "The Myth of the Ant Queen" <p>Faludi says that the Citadel is a "bricked off culture" whose singular mission is "making men." This is achieved through an institutional process. Faludi describes the process as "a fourth class system, a nine month regimen of small and large indignities intended to strip each young recruit and remold him into the 'Whole Man,' a vaguely defined ideal." Yet as she observes the community more closely, Faludi discovers unexpected ways that recruits develop their identities through roleplaying, "casting" and "self-designating."</p> <p>How do the lessons from Johnson and Foer help you to understand the process of participating in a community as described by Faludi? How do the systems that shape individuals contribute to one's role in such a community? How do the forces outside the "walls" also contribute to this process?</p>	2-3 w
Paper 4	<p>Readings:</p>	2-3 w

	<ul style="list-style-type: none"> • Richard Prum, “The Evolution of Beauty” <p><i>(Select one)</i></p> <ul style="list-style-type: none"> • Steven Johnson, “The Myth of the Ant Queen” • Franklin Foer, “Mark Zuckerberg’s War on Free Will” • Susan Faludi, “The Naked Citadel” <p>Richard Prum’s article “The Evolution of Beauty: How Darwin’s Forgotten Theory of Mate Choice Shapes The Animal World-- And Us” addresses the dynamic between natural selection and sexual selection and how this complex relationship, first envisioned by Darwin, has been largely “reduced, eliminated or ignored” by the general public and even most scientists. The influence of sexual selection was “explained away” instead of being “explained it its own right.”</p> <p>How do the processes described in Prum-- scientific, historical and societal-- help develop the ideas in one other text you have read? How do simplification and unification shape our understanding of complex ideas?</p>	
Paper 5	<p>Readings:</p> <ul style="list-style-type: none"> • Andrew Solomon, “Son” (Required) • Richard Prum, “The Evolution of Beauty” (Required) <p><i>(Select one)</i></p> <ul style="list-style-type: none"> • Steven Johnson, “The Myth of the Ant Queen” • Franklin Foer, “Mark Zuckerberg’s War on Free Will” • Susan Faludi, “The Naked Citadel” <p>Andrew Solomon and Richard Prum both explore the forces that create identity. Solomon deconstructs the “timeworn adage” that “the apple doesn’t fall far from the tree” to explore “vertical” and “horizontal” identity. Prum examines the dynamic between natural and sexual selection and how this influences the evolution of a species. He also examines the historical and societal forces that characterize Darwin and his theory.</p> <p>Choose another text we have read and examine it in the light of Solomon’s and Prum’s terms and claims about the formation of identity. How do the texts help you to understand the forces that create our character and identity? How do they help you understand the effect that individual character and identity can have on broader populations?</p>	2-3 w

***Newsela is available for differentiated reading assignments.

****The district has a license for [Learning Ally](#). Learning Ally is an audio book resource for students who are unable to “eye read” grade level text but are able to comprehend when “ear reading” or listening.

Standards

LA.RL.11-12	Reading Literature
LA.RI.11-12	Reading Informational Text
LA.W.11-12	Writing
LA.SL.11-12	Speaking and Listening
LA.L.11-12	Language
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades are determined by dividing the total number of points earned by the total number of potential points. More intense and involved assessments are worth more points and therefore have a greater effect on a student's grade. Formal and informal writing assignments, responses to text and reading quizzes are frequently assigned.

The department's goal for every course is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum

and instructional methods are needed.

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Homework/Classwork	10%	10%	10%	10%
Assessments	90%	90%	80%	90%
Performance	-	-	10%	-

EBHS Grading Policy for College Writing Honors:

The Rutgers University Writing Program sets high standards for “passing” papers; to maintain these standards, as well as to reward EBHS students for their willingness to take on the challenge, EBHS grades will include RU rubric paper grades, but will also include grades for effort (*see table below for point breakdown*). Thus, students who make a sincere effort will earn good grades in College Writing Honors. In order to qualify for rewards for “effort,” students must not only meet deadlines, but also hand in original and fresh work for every draft and final paper.

Assignment	Point Breakdown
Submission of rough draft by 7:26am in Google Classroom on assigned due date	25 points
Submission of final draft by 11:59pm in Google Classroom <u>and</u> Turnitin.com on assigned due date	25 points
Final Paper Grade <ul style="list-style-type: none"> • A=50/50 points • B+=44/50 points • B=41/50 points • 	50 points

C+=38/50 points <ul style="list-style-type: none"> • C=36/50 points • NP=30/50 points 	
TOTAL GRADE FOR PAPER	100 points

Other Details

COURSE NAME: COLLEGE WRITING HONORS

01004 English/Language Arts IV (12th grade)

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective Or Required	Initial Course Adopted
1009	050	H	12	5.00	210	Required	