

01_Unit 1 Genre & Writing Situations Copied from: Writing 105, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Semester**
Length: **6 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

In WRT 105, writing and rhetoric, particularly as they relate to genre, are both subjects of inquiry and the primary activities. Students compose, revise, and reflect on their writing with the support of their teacher and peers. Students also engage critically with the opinions and voices of others as they are encouraged to understand how writing can have consequences. Students explore composing as it relates to different social contexts and media. As students inquire into composing in contexts, they understand their own writing and development with heightened awareness, with the goal of adopting an agile, adaptive, resourceful stance toward future writing situations in academic, professional, and civic realms.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Learning Outcomes:

- **Writing as Situated Process**
Students will practice a range of invention and revision strategies appropriate to various writing situations.
- **Writing with Sources**
Students will be introduced to primary and secondary research, utilize various library resources, evaluate sources, and synthesize and apply research in accordance with citation, genre conventions, and ethical standards.
- **Writing as Rhetorical Action**
Students will gain knowledge of rhetorical principles and practice addressing different audiences and situations.
- **Writing as Academic Practice**
Students will build their familiarity with values, strategies, and conventions related to a range of academic contexts and disciplinary conversations.
- **Writing as Social Practice**
Students will analyze, reflect on, and practice the dynamic use of language in diverse contexts and recognize issues of power, difference, and materiality.

CONTENT AREA STANDARDS

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).

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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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

LA.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).
LA.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.
LA.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.
LA.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

LA.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.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.9.4.12.IML.2	<p>Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.</p> <p>Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p> <p>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>
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STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- All writing is rhetorically situated
- Genre and writing situations are fluid and ever-changing
- Metacognition is an essential practice for thinking deeply and writing meaningfully
- Writing allows writers to think more deeply and can make people smarter

Procedural Knowledge

Students will be able to:

- Use writing as a tool of thought
- Freewrite for sustained periods of time to grow their ideas
- Read/view texts with greater observation to push analytical thinking

- Engage in meaningful metacognition throughout the course
- Interact with text through annotation and thoughtful response writing
- Compose, revise, edit, and publish a college application essay and a reflective essay
- Use narrative techniques effectively and with purpose
- Produce clear and coherent writing
- Organize writing with the lens of task, purpose and audience
- Draw evidence to support analysis and reflection

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Student Oral Presentations
- Teacher/Student Conferences
- Modified Rubrics
- Near-Pods

Formative Assessments

- Student annotations of texts
- QTIs (written responses to texts showing student's Questions, Thoughts, or Insights)
- Discussions
- Observations
- Freewrites

Summative Assessments

- Application essay
- Unit reflection essay
- Unit blog entry

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Rosenwasser & Stephen: Writing *Analytically* (8th ed) (excerpts)
- Ball & Loewe: *Bad Ideas About Writing* (excerpts)
- Harris: *Rewriting: How to do Things with Texts* (excerpts)
- Melzer & Coxwell-Teague: *Everything's a Text: Readings for Composition* (excerpts)
- Jordan: "Nobody mean more to me than you and the future life of Willie Jordan"
- Bickmore: "Genre in the wild: Understanding genre within rhetorical (eco)systems" (excerpts)
- *Inside Higher Ed* journal article: "Re: Your recent email to your professor"
- White: "My five-paragraph theme theme" (NCTE journal article)
- Hjortshoj: "Footstools and furniture"
- Teacher-created posters and handouts
- Student writing notebooks (hard copy)
- Computer access

INTERDISCIPLINARY CONNECTIONS

- Career Readiness: Use technology to enhance productivity.
- Career Readiness: Literary responses (critical).
- Social Studies: Current events.
- Technology/Multimedia: Research-based writing.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.