

02_Unit 2 Analysis 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.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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.

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.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.

RL.11-12.2. Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.

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).

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and

thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.RL.11-12.2	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
LA.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).
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.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.
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.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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.)

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

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
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>

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- composers of visual and written texts make specific rhetorical choices, and those choices have intended and unintended consequences on audience members and society at large.
- the social, political and cultural contexts in which those images are produced and consumed also influence the way we make meaning of those images and arguments.
- images make both implicit and explicit arguments.
- by looking at our visual texts and seeing them in new ways, we can disrupt the habit of naturalizing visual representations.

Procedural Knowledge

Students will be able to:

- Analyze a complex set of ideas or sequence of events and explain how specific ideas interact and develop over the course of the text.
- 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.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop analytical skills, practice developing analytical claims, and produce a text demonstrating this work.
- Use the writing process to develop a text.
- Provide feedback on their peers' work.
- Revise their work and reflect on the composing process.

EVIDENCE OF LEARNING

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

Formative Assessments

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

Summative Assessments

- Photo 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)
- Zemliansky: "Literacy is not Just Words Anymore"

- Anderson: "Among Elms and Maples, Morgantown, West Virginia, August, 1935"
- Evans: "Miners' houses, Birmingham, Alabama, 1935) (photo)
- Garland-Thomson: "The Politics of Staring: Visual Rhetorics of Disability in Popular Photography"
- Gries: "List of common rhetorical strategies used in visual rhetoric"
- Hamza & Goodyear: "Gun Country" photo essay
(<https://www.newyorker.com/magazine/2018/03/26/the-gun-owners-of-the-parkland-generation>)
- Teacher-created posters and handouts
- Student writing notebooks (hard copy)
- Computer access

INTERDISCIPLINARY CONNECTIONS

- Technology/Multimedia: Audio/visual media analysis
- Technology/Multimedia: Media literacy
- Social studies: Social relationships among people
- Visual Performing Arts: Historical/current art analysis

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.