

COURSE SYLLABUS

Advanced Placement Language and Composition through American Literature

Course Overview and Goals:

The Advanced Placement Language and Composition through American Literature course explores a variety of American texts through which students learn close-reading and analysis skills. One purpose of the course, as stated by College Board's *AP Language and Composition Course Description*, is "to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes..." The other is for students examine both varied works by American authors, within historical contexts, in order to reach a deeper understanding the history of ideas in our country, as we critically examine our past and strive to define our future.

Through the completion of AP Language and Composition through American Literature and the achievement of a passing score on the AP exam in May, students have the opportunity to earn a college English credit while still in high school as well as develop skills related to the end-of-grades 11 and 12 standards outlined in the Common Core State Standards. Throughout this chronologically-organized, two-semester course, students will be instructed in the different forms and functions of rhetoric in order to analyze written as well as visual works and to write on various topics through argumentation, narration, exposition, and synthesis. The student's willingness to collaborate with other students and with the instructor throughout the writing process of drafting, revising, editing and proofreading is crucial to success in this course, as is use of past, graded work as a guide to improving composition skills.

We will read and respond to a variety of works from different eras and genres in American literature, including foundational political documents; religious and philosophical writing; historical, narrative and persuasive nonfiction; prose fiction; poetry; and drama. Because of the collegiate level of the course, some topics covered in the selected literature will be of a mature nature, requiring students to think and respond in a mature, independent manner. Units of study will include Early American Cultures; Philosophical Ideologies of the Eighteenth Century; Works of Edgar Allan Poe; Transcendental Optimism versus Pessimism; Walt Whitman and Emily Dickinson; Realism and Naturalism; and The Modern Era. Each unit of study will be also incorporate a thematic thread of Contemporary Issues running throughout the curriculum. Emphasis will not be on discrete literary methods and devices, but rather on how pieces examined both reflected and helped shape American society. Primary emphasis will be given to analysis of themes, ideas, and rhetorical devices used to express meaning and viewpoint.

Focus will be given especially to the following skills included in the Common Core State Standards in Reading, Writing, Listening and Speaking for grades 11-12:

- Close reading and use of textual evidence to support conclusions drawn from the text; writing informative/explanatory texts to examine and convey these conclusions clearly and accurately through the effective selection, organization, and analysis of content.

- Delineating and analyzing the structure, reasoning, use of evidence and rhetoric, purpose, and point-of-view of a variety of texts; writing arguments to support claims using valid reasoning sufficient relevant evidence.
- Coming to discussions prepared, having read or researched material under study; explicitly drawing on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Collaborating with peers through use of reasoning and organization, development, and style that are appropriate to task, purpose, and audience.
- Gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of each and integrating the information while avoiding plagiarism.
- Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).
- Preparing for and participating effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing one's views clearly and persuasively.
- Integrating, evaluating and synthesizing information presented in diverse media and formats.

In addition, students will develop vocabulary through the use of a Vocabulary Notebook in which to complete the Perpetual Vocabulary Assignment. This notebook is to be used throughout most units of the course. The Perpetual Vocabulary Assignment is as follows:

Every time a student encounters an unfamiliar word, it is to be looked up and its definition—appropriate to its context in the literature—is to be written after it. Any word from any piece of literature could show up on a test or quiz, during which students may use their notebooks.

The following are the Units of Study for the course and their approximate time frames. All chapters and page numbers are from *Conversations in American Literature* unless otherwise noted.

Unit	Weeks	Reading, Viewing, and Listening Topics and Materials	Language and Composition Focus	Learning Activities, Work Products, and other Assessments
<p>Aug – Sept Unit 1: Rhetoric, Close Reading, Argument, and Synthesis; Introduction to the Literature of the Americas</p>	<p>Weeks 1-4</p>	<p>Ch. 1 – pp. 1-6; 8-14 on Rhetorical Appeals and Ethos; 11 on Logos and Conceding and Refuting; 13-17; 21-23; 25-28 (do Activity at bottom of p. 26)</p> <p>Ch. 2 – pp. 41-42 on Analyzing Style; 44-45 on Establishing the Rhetorical Situation; 46-47 on Determining Tone (do Activity on p. 57); 48-49 on Asking Questions; 52 and 54-55 on Annotating; 58-67 on From Close Reading to Analysis</p> <p>Ch. 3 – pp. 85-90 (do Activity on p. 90); 90 – 92 on Types of Claims, Claims of Fact, Claims of Value, Claims of Policy; 123-124 on Induction and Deduction; 126-129; 129-131 on From Reading to Writing</p> <p>Outline of American Literary and Philosophical Movements and Periods</p> <p><i>Notes on the State of Virginia</i> by Thomas Jefferson, Query XIV on universal education (Reprint</p>	<p>Understanding ways in which origin stories and other works of artistic value reflect the cultural values of a society (close reading, inference, comparing and contrasting).</p> <p>Understanding and practicing the writing process of drafting, revising, editing and proofreading.</p> <p>Review of sentence structure, word-use and voice.</p> <p>Keeping an open mind while reading sources; delving deeply into subtle ideas; exploring texts through the lens of multiple perspectives; developing questions while reading</p> <p>Grammar as Rhetoric and Style: Parallel Structures (p. 1557)</p>	<p>Study Guide consisting of questions requiring informal written responses, close reading and use of detail to support conclusions, especially regarding analysis of Native American values compared and contrasted with those of European-Americans.</p> <p>Short paper supporting the thesis that a culture’s origin stories reflect that culture’s values; essay contrasting attitudes toward the natural world as demonstrated in “Cornucopia Bear” and “Salem Wolf.”</p> <p>Short exercises on editing for sentence structure, usage and wording/avoiding awkward constructions.</p> <p>Activity on Analyzing Claims (worksheet/handout, not the one in the textbook).</p> <p>Synthesis Assignment</p> <p>Collaborative expository writing explaining where and how passages from Bradford’s work reflect his belief</p>

		<p>Handout) and Study Guide questions</p> <p>Ch. 4 – pp. 156-185 on Education as the Civil Rights Issue of our Time Conversation</p>	<p>Framing and Integrating Quotations, pp. 178-179</p> <p>Review of instructor evaluation (via rubric) of past writings as a guide to current composition tasks; peer collaboration and review.</p>	<p>in at least three different Puritan/ Calvinist tenets</p> <p>Examination of subjectivity in passages from <i>Wonders of the Invisible World</i>.</p> <p>Study Guide consisting of questions requiring informal written responses, close reading and use of detail to support conclusions.</p> <p>Vocabulary notebook</p>
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<p>October Unit 2: Enlightenment to 1800 — The Tug-of-War between The Great Awakening and the Age of Reason</p>	<p>Weeks 5-8</p>	<p>Jonathan Edwards, excerpts from “Sinners in the Hands of an Angry God” (Reprint Handout)</p> <p>Ch. 6 – pp. 345-349, Intro to “A New Republic” Ch. 6 – pp. 249-350, Intro to Benjamin Franklin</p> <p>Ch. 6 – Benjamin Franklin: “The Speech of Miss Polly Baker” (p. 350) and Exploring the Text (p. 352); excerpts from The Autobiography starting from “I had been religiously educated as a Presbyterian...” (p. 354, bottom) and Study Guide (NOT questions in textbook)</p> <p>Ch. 6 – Thomas Paine: from The Age of Reason (p. 383) and Exploring the Text questions</p> <p>Thomas Jefferson: <i>Notes on the State of Virginia</i>, Query XVII on religious freedom (reprint handout)</p> <p>Ch. 3 – pp. 98-100 on thesis (do Activity on p. 100)</p> <p>Ch. 6 – The Letters of Abigail and John Adams (p. 385) and Study Guide questions (NOT questions in the text)</p>	<p>Grammar as Rhetoric and Style: Cumulative, Periodic, and Inverted Sentences</p> <p>Writing Workshops (page numbers indicate the start of the section): Grammar as Rhetoric and Style: Appositives (p. 535) Grammar as Rhetoric and Style: Direct, Precise, and Active Verbs (p. 1271) Grammar as Rhetoric and Style Modifiers (p. 1058)</p> <p>MLA Documentation Style (p. 1567)</p> <p>Ch. 3 – pp. 101-114 on Presenting Evidence</p> <p>Ch. 4 – pp. 116-120 on Shaping Argument & Classical Oration</p> <p>Ch. 4 – pp. 147-152 on Using Sources</p>	<p>Short-term expository paper on the ideals of the Great Awakening versus those of the Enlightenment/ Age of Reason.</p> <p>Long-term researched, argumentative synthesis essay applying Benjamin Franklin’s thesis that forbidden acts are not harmful because they are forbidden but rather forbidden because they are harmful: analyze its applicability to a contemporary American controversy. This paper must include internal citations of a <u>minimum of three sources</u> and a Works Cited or References page.</p> <p>Review of instructor evaluation (via rubric) of past writings as a guide to current composition tasks. Peer collaboration and review.</p>
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		<p>Representative works of the Great Awakening in contrast to those of the Age of Reason, including “Sinners in the Hands of an Angry God” and “The Declaration of Independence”</p>	<p>Persuasive rhetoric and propaganda techniques: close examination of the use of figurative language, analogy, and appeals to emotion. Research/readings on the use of MLA or APA internal citation and Works Cited/References formats. Synthesis of three or more sources to be cited in an argumentative essay</p> <p>Use of the writing process to build effective argumentation</p>	<p>Study Guide consisting of questions requiring informal written responses, close reading and use of detail to support conclusions.</p> <p>Pre-writing exercises on building a full-and-final thesis, using varied research techniques, evaluating sources, organizing a persuasive 5-paragraph essay, etc.</p> <p>Review of instructor evaluation (via rubric) of past writings as a guide to current composition tasks.</p> <p>Peer collaboration in research, writing and review.</p> <p>Vocabulary notebook</p>
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<p>October – November Unit 3: Literature of the Early United States</p>	<p>Weeks 9-10</p>	<p>Ch. 7 – pp. 547-551, Introduction to “America in Conflict”</p> <p>Ch. 7 – pp. 72-74, Close Reading Poetry</p> <p>Ch. 7 – Intro to Edgar Allan Poe (p. 576)</p> <p>Ch. 7 – “The Raven” (Reprint Handout) and “The Fall of the House of Usher” (p. 576)</p> <p>“The Philosophy of Composition” (online) (tentative)</p> <p>Ch. 2 – pp. 69-71, Close Reading and Literary Technique Analysis</p>	<p>Grammar as Rhetoric and Style: Subordination in the Complex Sentence (p. 336)</p>	<p>Examination of Poe’s intent in “The Philosophy of Composition” viewed in light the assigned poetry and fiction; in-class writing analyzing the visual depiction of a written work, using 1928 film adaptation of “The Fall of the House of Usher” (tentative)</p> <p>Study Guide consisting of questions requiring informal written responses, close reading and use of detail to support conclusions</p> <p>Review of instructor evaluation (via rubric) of past writings as a guide to current composition tasks</p> <p>Vocabulary notebook</p> <p>Multiple-choice examinations making use of study guides and requiring comprehension and close textual analysis of assigned works</p>
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<p>November Unit 4: Transcendent al Optimism</p>	<p>Weeks 11- 14</p>	<p>Excerpts from “Self-Reliance” (text) and from The American Scholar” (Reprint handout)</p> <p>Chapter 7, Talkback: “The Foul Reign of Emerson’s ‘Self-Reliance’” by Benjamin Anastas (p. 602) (tentative; other modern commentary on Emerson may be substituted)</p> <p>Sections of Thoreau’s “Civil Disobedience” and <i>Walden</i> (book to be given to annotate) and historical illustrations on video</p> <p>Talkback: “Declaration of Sentiments” by Elizabeth Cady Stanton (p. 393) (tentative)</p> <p>Conversation: The Legacy of Henry David Thoreau (p. 758) (tentative; other modern commentary on Thoreau may be substituted)</p> <p>“The Changing Roles of Women” and Susan B. Anthony’s Sentencing Statement (pp. 970-973) (tentative)</p> <p>Film: <i>Dead Poets Society</i></p>	<p>Annotation Skills</p> <p>Keeping an open mind while reading sources; delving deeply into subtle ideas; exploring texts through the lens of multiple perspectives; developing questions while reading</p> <p>Rhetorical terms and devices</p>	<p>Completion of textual annotations.</p> <p>Study Guides consisting of questions requiring informal written responses, close reading and use of detail to support conclusions</p> <p>Multiple-choice examinations making use of study guides and requiring comprehension and close textual analysis of assigned works</p> <p>Prepared Socratic discussions on the applicability of Transcendental ideals to contemporary life and issues. Review of instructor evaluation (via rubric) of past writings as a guide to current composition/presentation tasks</p> <p>Rhetorical Analysis Essay on modern critiques/interpretations of the works of Emerson and/or Thoreau</p> <p>Vocabulary notebook</p> <p>Objective quizzes requiring knowledge and application of rhetorical terms and devices</p>
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<p>December-January Mid-term Exam (tentative)</p> <p>Unit 5: Transcendental Pessimism</p>	<p>Weeks 15-16</p>	<p>Excerpts from and film of <i>The Scarlet Letter</i></p> <p>“Bartleby” by Melville (close-reading fiction)</p>	<p>Use of expository writing/speaking techniques including comparison/contrast, cause/effect classification, description, and process, to portray and synthesize one’s experiences with related yet contrasting texts</p> <p>Journaling</p> <p>Close reading for theme</p> <p>Close reading for character and imagery</p> <p>Rhetorical terms and devices</p>	<p>Long-term compare-contrast synthesis essay examining the intersection of Transcendental ideals within the works studied and analyzing how the representative Optimists portrayed the living-out of these ideals versus how the two Pessimists did</p> <p>Double-entry journal on Hawthorne’s observations regarding human nature</p> <p>Study Guides consisting of questions requiring informal written responses, close reading and use of detail to support conclusion</p> <p>Multiple-choice examinations making use of study guides and requiring comprehension and close textual analysis of assigned work</p> <p>Vocabulary notebook</p> <p>Objective quizzes requiring knowledge and application of rhetorical terms and devices</p>
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<p>January - February</p> <p>Unit 6: Mid-Late 19th Century Poets and Poetry</p>	<p>Weeks 17-18</p>	<p>Walt Whitman's Life and Work (<i>WW: Complete poems</i>) Chapter 7 – Talkback: “A Supermarket in California” by Allen Ginsberg (tentative)</p> <p>Emily Dickinson's Life and Work (Text, Reprints, Handouts) Chapter 3 – pp. 134-136 Chapter 7 – pp. 834-839.</p>	<p>Using words to evoke imagery and create change; readers' synthesis of the varied works of a prolific writer in order to form a larger picture of that writer's overall place in or influence on American letters</p> <p>Developing a succinct chronological narrative</p> <p>Using peer review and instructor comment/rubric to improve composition skills</p> <p>Paraphrasing</p> <p>Rhetorical terms and devices</p>	<p>Brief narrative summary of the salient points of Whitman's development as a writer</p> <p>Paraphrase of one or more Dickinson poems</p> <p>Writing a Whitman poem in Dickinson's style and vice versa</p> <p>Collage based on 3-7 poems by Whitman or Dickinson, o include both words and images and be evaluated via peer assessment on both content and composition</p> <p>Study Guide consisting of questions requiring informal written responses, close reading and use of detail to support conclusions</p> <p>Vocabulary notebook</p> <p>Objective quizzes requiring knowledge and application of rhetorical terms and devices</p>
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<p>February - March Unit 7: Civil War; Reconstruction Era – Progressive Era; Realism and Naturalism (1865-1913)</p>	<p>Weeks 19-23</p>	<p>Chapter 8 – pp. 823-828, Introduction to “Reconstructing America” Chapter 2 – pp. 74-76 on Visual Texts Chapter 3 – pp. 136-138 on Visual Texts as Arguments</p> <p>Chapter 8 – Frank Leslie’s Illustrated Newspaper, “Does Not Such a Meeting Make Amends?” (cartoon, 1869; p. 841)</p> <p>Red Cloud, “Speech on Indian Rights” (1870; p. 843)</p> <p>Zitkala-Sa: from <i>The School Days of an Indian Girl</i> (c. 1900, p. 935) (tentative)</p> <p>Thomas Nast, “Worse than Slavery” (cartoon, 1874; p. 845)</p> <p>Chapter 1 pp. 1-6 on Rhetorical Situations: Clips from <i>The Rise and Fall of Jim Crow and/or Reconstruction: The Second Civil War</i></p> <p>Ida B. Wells-Barnett, from “Southern Horrors: Lynch Law in All its Phases” (1892; p. 883)</p>	<p>Visual Texts as Arguments</p> <p>Study of ways in which graphics and visual images relate to written texts or serve as alternative forms of text</p> <p>Rhetorical terms and devices</p> <p>Review of Rhetorical Devices in persuasive pieces: Ch. 1 – pp. 1-6; 8-14 on Rhetorical Appeals and Ethos; 11 on Logos and Conceding and Refuting; 13-17; 21-23; 25-28</p> <p>Using peer review and instructor comment/rubric to improve composition skills</p> <p>Exploring via research historical/sociological topics of the Gilded Age and Progressive Era</p> <p>Analyzing a rhetorical situation: Occasion, Context and Purpose The Rhetorical Triangle SOAPS</p>	<p>Multiple-choice examinations making use of study guides and requiring comprehension and close textual analysis of assigned work</p> <p>Jigsaw on various aspects of the Era (i.e., literature; finance & business issues of the time; societal gender roles; popular entertainment, etc)</p> <p>Objective quizzes requiring knowledge and application of rhetorical terms and devices</p> <p>Study Guides consisting of questions requiring informal written responses, close reading and use of detail to support conclusions</p> <p>Synthesis Paper examining literary representations of the Post-Civil War Era / Gilded Age (requiring students to analyze how at least three literary works portrayed issues of historical significance during this time period).</p> <p>Vocabulary notebook</p> <p>Reading jigsaw activity</p>
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		<p>Works of Booker T. Washington and W.E.B DuBois: from “The Atlanta Exposition Address” pp. 891-894 from “The Talented Tenth” pp. 944-949</p> <p>Willa Cather, “Paul’s Case”</p> <p>Selections from <i>The Jungle</i> by Upton Sinclair</p> <p>Kate Chopin, “The Story of an Hour” (p. 888) (tentative)</p> <p>“Richard Cory” and “Miniver Cheevy” by Robinson (pp. 919-921) (tentative)</p> <p>Related biographical and historical texts, websites and films</p>		<p>Textual annotations analyzing an author’s use of rhetoric in persuasive writings and speeches.</p>
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<p>March-April Unit 8: Post WWI Literature April- May/June</p>	<p>Weeks 24- -27</p>	<p>Chapter 9 –pp. 1069-1074, Introduction to “America in the Modern World”</p> <p>Era in Song mini-unit</p> <p><i>The Great Gatsby</i></p> <p>Chapter 3 –pp. 69-71 on Argument in Fiction</p>	<p>Performing research on historical/sociological topics of the Post-WWI era</p> <p>Using peer review and instructor comment/rubric to improve composition skills</p> <p>Rhetorical terms and devices</p>	<p>Role-play of possible conversations between/among persona from 1919- 1935 (i.e., a businessman/investor; a white middle-class woman; a Black working-class man; a Modernist author, etc.)</p> <p>Thorough revision of one prior major writing</p> <p>Study Guide consisting of questions requiring informal written responses, close reading and use of detail to support conclusions</p> <p>Multiple-choice examinations making use of study guides and requiring comprehension and close textual analysis of assigned work</p> <p>Prepared discussions of the changing but continuous theme of The American Dream</p> <p>Vocabulary notebook</p> <p>Objective quizzes requiring knowledge and application of rhetorical terms and devices</p>
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<p>May-June Unit 9: Modern Drama</p>	<p>Weeks 27-30</p>	<p><i>Inherit the Wind</i> <i>Death of a Salesman</i> <i>The Crucible</i></p> <p>Chapter 3 pp. 69-71 on Argument in Fiction</p>	<p>Synthesizing American history and literature and forming an overview of the history of American ideas from Early Colonialism through the 20th Century</p>	<p>Analytical essay examining one of the following themes, drawing evidence from the assigned drama texts as well as historical research: Anti-intellectualism; the Demise of the American Dream; or Historical Drama</p> <p>Persuasive synthesis essay in which student takes the role of curriculum advisor and makes recommendations for which units studied over the course of the year were the most worthwhile and helped students most with the task of forming a complete picture of the history of American ideas</p>
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Following are the _____ High School rubrics for assessing written work, visual work, and oral presentations/contributions and 21st Century Skills. These may be modified slightly for use on certain assignments (e.g., a section may be added for use of proper citation methods for assessment of a research paper).

Academic Expectation 3: Connect with others through various modes of communication, specifically *written communication*.

	4 Exceeds Standard	3 Meets Standard	2 Working Towards Standard	1 Does Not Meet Standard
Ideas & Content	Exceptionally clear, original, focused, and engaging with relevant, strong supporting detail	Clear, focused, interesting ideas with appropriate detail	Purpose and main idea may be unclear and cluttered by irrelevant detail Some support may be general or limited	Lacks central idea; development is minimal or non-existent
Organization	Strong, meaningful order and structure Creative, inviting intro and satisfying closure	Organization is appropriate, but conventional Attempt at introduction and conclusion	Attempts at organization; may at times be a “list” of events Beginning and ending not developed	Lack of coherence; confusing; hard to follow Little or no identifiable introduction or conclusion
Voice	Expressive, engaging, sincere Always appropriate to audience and purpose Shows emotion: humor, honesty, suspense or life	Writing is clear but may lack originality or seem mechanical Generally appropriate to audience and purpose	Writing is sometimes verbose, wordy, and/or unnatural Sometimes not appropriate to audience and purpose	Writing is often verbose, wordy, and/or unnatural Shows little or no sense of audience or purpose
Word Choice	Language is always precise and appropriate Uses strong, fresh images	Descriptive, broad range of words Word choice energizes writing	Wording is correct but mundane Sometimes monotonous or repetitious	Wording is imprecise, vocabulary is often misused, and poor word choice impedes reader’s comprehension
Sentence Fluency	Sentences show a high degree of craftsmanship Sentences patterns are varied and effective	Sentence structure is always correct Sentence patterns show some variety	Some sentences lack correct structure and/or are choppy or wandering Sentence patterns show little variety	Sentences often disjointed, confusing, and rambling The writing is difficult to follow
Conventions	Exceptionally strong control of conventions Errors are few and minor	Control of most writing conventions Occasional errors do not interfere with understanding	Limited control of conventions; frequent errors detract from content	Frequent significant errors may impede readability

Academic Expectation 3: Connect with others through *oral communication*.

Criteria	4 Exceeds Standard	3 Meets Standard	2 Working Towards Standard	1 Does Not Meet Standard
Preparation	The student is always prepared when called on	The student is usually prepared when called on	The student is sometimes prepared when called on	The student rarely or never sometimes prepared when called on
Participation	The student always participates spontaneously when appropriate and does not interrupt others	The student usually participates spontaneously when appropriate and does not interrupt others	The student sometimes participates spontaneously when appropriate and does not interrupt others	The student rarely or never participates spontaneously when appropriate and does not interrupt others
Speech	The student always speaks clearly, distinctly, and with sufficient volume to be heard by everyone else	The student usually speaks clearly, distinctly, and with sufficient volume to be heard by everyone else	The student sometimes speaks clearly, distinctly, and with sufficient volume to be heard by everyone else	The student rarely or never speaks clearly, distinctly, and with sufficient volume to be heard by everyone else
Response	The student always responds not only to the teacher but to fellow students	The student often responds not only to the teacher but to fellow students	The student sometimes responds not only to the teacher but to fellow students	The student rarely or never responds not only to the teacher but to fellow students
Makes Connections	The student always makes connections among and between assigned readings, life in general, and/or current events	The student often makes connections among and between assigned readings, life in general, and/or current events	The student sometimes makes connections among and between assigned readings, life in general, and/or current events	The student rarely or never makes connections among and between assigned readings, life in general, and/or current events

Academic Expectation 3: Connect with others through various modes of communication, specifically *visual representation*.

Criteria	4 – Exceeds Standard	3 – Meets Standard	2 – Working Towards Standard	1 – Does Not Meet Standard
Factual Accuracy	All content was accurate and appropriate.	There were one or two errors in content	There were 3-6 errors in content.	There were more than six errors in content.
Grammar Mechanics Proofreading	There were no errors.	There were one or two errors.	There were 3-6 errors.	There were more than 6 errors.
Overall appearance	Project was extremely well-proportioned and scaled, demonstrating careful advance planning. All printing was easy to read, appropriately placed, and conveyed important information vividly.	Project was well-proportioned and scaled, demonstrating advance planning. All printing was easy to read, appropriately placed, and conveyed important information clearly.	Project could use some improvement in proportions and scaling. Some printing was difficult to read and/or inappropriately placed.	Project needed extensive improvement in proportions and scaling. Much printing was difficult to read and/or inappropriately placed.
Use of images	All images were clear, well-constructed, carefully chosen, and helped convey the overall message of the project.	Most images were clear, well-constructed, carefully chosen, and helped convey the overall message of the project.	Some images were clear, well-constructed, carefully chosen, and helped convey the overall message of the project.	Most images could use some improvement in choice, construction and clarity. Some do not seem to help convey the overall message of the project
Overall Construction	Project is exceptionally sturdy and well-constructed. It is easily installed in the classroom or on a bulletin board and will hold up for a lengthy period of time.	Project is generally sturdy and well-constructed. It can be installed in the classroom or on a bulletin board and will hold up for a reasonable period of time.	Project is well-constructed. It can be installed in the classroom or on a bulletin board with some effort and will hold up for a reasonable period of time.	Project is difficult or impossible to install in the classroom or on a bulletin board and/or contains materials that start to deteriorate or fall off soon after installation/completion.

Academic Expectation 1: Develop the 21stCentury skills necessary to seek and obtain knowledge through self-directed inquiry using technology.

Criteria	4 – Exceeds Standard	3 – Meets Standard	2 – Working Towards Standard	1 – Does Not Meet Standard
Responsibility for Research	Works independently, accepting responsibility for research, honestly accounting for own actions	Works independently most of the time, with limited guidance from teacher	Prefers teacher-directed research	Believes teacher is responsible for research direction; does not feel accountable
Appropriate Applications	Independently evaluates, selects and applies technology tools to effectively meet needs for research	Independently selects and uses technology tools to effectively meet needs for research	Needs some guidance to select and apply technology tools to meet needs for research	Relies on teacher to select technology tools to meet needs for research
Internet and electronic data bases	Student consistently uses effective strategies for searching the Internet and electronic resources, starting with an essential question and brainstorming subsidiary questions and key words to guide research	Student uses effective strategies for searching the Internet and electronic resources, but may not start with an essential question or may not brainstorm adequately to generate other questions and key words	Student may not employ strategies for beginning research. Essential question is too broad; key words lack focus	Student lacks focus for selecting information and lacks critical assessment of material or sites.
Evaluation of Information Resources	Consistently and effectively evaluates the authenticity, accuracy, appropriateness, and bias of electronic resources	Effectively evaluates the authenticity, accuracy, appropriateness, and bias of electronic resources	Occasionally does not evaluate the authenticity, accuracy, appropriateness, or bias of electronic resources	Does not evaluate the authenticity, accuracy, appropriateness, or bias of electronic resources
Appropriate Use of Technology	Consistently uses information and technology safely, legally and responsibly, including compliance with the schools' AUP	Uses information and technology safely, legally and responsibly including compliance with the school's AUP	Occasionally uses information and technology safely, legally and responsibly, including compliance with the school's AUP	Does not use information and technology safely, legally and responsibly, including compliance with the school's AUP.
Additional Requirements				

Core Course Texts (to be distributed to students)

Aufses, Robin Dissin et al. *Conversations in American Literature*. Boston: Bedford/St. Martin's. 2015

Hacker, Diana and Nancy Sommers. *A Writer's Reference with Resources for Multilingual Writers and ESL*. 7th ed. Boston: Bedford/St. Martin's. 2011.

Strunk, William Jr. and E.B. White. *The Elements of Style*. 4th ed. Boston: Longman. 2000.

Various supplemental reprints

Full-length and excerpted texts from the _____ High School English Department collection

Additional Texts (used primarily by the instructor)

Crider, Scott F. *The Office of Assertion*. Wilmington: ISI Books. 2005.

Heinricks, Jay. *Thank You for Arguing*. New York: Three Rivers Press. 2007.

Lunsford, Andrea A. and John J. Ruskiewicz. *Everything's an Argument*. 3rd ed. Boston: Bedford/St. Martin's.