

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

SENIOR WRITING WORKSHOP

Grade 12

English Department

2019

(Last revision date: 2003)

Curriculum Writing Team

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Senior Writing Workshop is designed to prepare students for college, the workplace, and beyond. This one-semester elective is offered to seniors who want to strengthen their writing foundation for further success after high school. While writing experiences in English courses preceding Senior Writing Workshop focus primarily on literary analysis, this course focuses on academic writing that supports all disciplines. Students will understand that writing is a process, and that each piece must be continuously revisited, revised, and edited until published for an intended audience and purpose.

Students will begin the course with a reflective writing piece to explore who they are as writers, followed by creating or updating their résumés. Once students have reflected on their place as writers and thinkers, they will engage in an analytical writing unit in which they will learn the art of rhetoric. Their next endeavor will include research and informational writing, during which time students will conduct an authentic field study to further support their research and to gain an understanding of the importance of engaging in a dialogue with text by incorporating their own findings with those of others. To extend their research and inquiry skills, students will formulate an essential question to explore, thus writing a persuasive, argumentative essay that takes a strong stance. Finally, in order to stay abreast of 21st-century literacy, informational, and technology skills, students will create a digital presentation that they will orally present for one of the given units.

Throughout the semester, students will engage in daily writing and ongoing reflection to further promote the idea of writing as a process. Students will be expected to write clearly and coherently, with organization and adherence to writing conventions and mechanics. For each unit, the formative assessments, along with completion of the summative assessments, will be given point values that will go toward the 60% classwork/homework/participation grade for each quarter. Performance on the summative assessments will count toward the remaining 40% of each quarter grade. Students will compile all revised pieces, along with their reflections, and incorporate them into a final portfolio. This portfolio will also include a metacognitive reflective piece which will be given as the course final exam. Those who are exempt from the final exam, as per Trumbull High School's senior exemption policy, will complete this reflection piece prior to the exam.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

- CCS.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.
- CCS.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.
- CCS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in the 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).
- CCS.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.
- CCS.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.
- CCS.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.
- CCS.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.
- CCS.ELA-Literacy.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.

CCS.ELA-Literacy.W.11-12.1.b	Develop claim(s) and counterclaims fairly 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.
CCS.ELA-Literacy.W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCS.ELA-Literacy.W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCS.ELA-Literacy.W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCS.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.
CCS.ELA-Literacy.W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCS.ELA-Literacy.W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
CCS.ELA-Literacy.W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCS.ELA-Literacy.W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCS.ELA-Literacy.W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCS.ELA-Literacy.W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCS.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.
CCS.ELA-Literacy.W.11-12.3.a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.W.11-12.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
CCS.ELA-Literacy.W.11-12.3.d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
CCS.ELA-Literacy.W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
CCS.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.
CCS.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.
CCS.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.

CCS.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.

CCS.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.

CCS.ELA-Literacy.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCS.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.

CCS.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.

CCS.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.

CCS.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.

CCS.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.

The following course goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. 1c. Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others. 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources. 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
ISTE Innovative Designer (Standard 4)	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. 4b. Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. 6d. Students publish or present content that customizes the message and medium for their intended audiences.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. 7b. Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- they are writers who can come to better understand themselves as writers.
- writing is a process in which they must engage from the drafting stage through publication and reflection in order to grow as writers and thinkers.
- they must, in order to produce effective written pieces, reason critically.
- choosing, evaluating, reading, analyzing, and synthesizing a variety of sources and publications is important.
- engaging in a dialogue with a text, while incorporating their own ideas with the ideas of others, is important.
- a variety of organizational patterns exist for different forms of written texts, and that audience and purpose play a role in students' authorial choices.
- audience awareness and purpose when making writing choices such as structure, discourse, tone, and conventions is important.
- informal writing and academic writing have key differences.

COURSE ESSENTIAL QUESTIONS

- Who am I as a writer and thinker?
- How do writers and speakers employ rhetoric and conventions to achieve effect and purpose?
- How do writers present both sides of an argument, utilizing a neutral tone in order to educate their audience?
- How do researchers create surveys and conduct field studies to enrich and expand the content and strengthen the credibility of their findings?
- How do students evaluate, choose, read, analyze, and synthesize web sources and academic information in order to create and prove a claim?
- How do students create and present information digitally in order to inform and/or persuade?
- How do writers use structure, discourse, tone, and conventions to achieve their given purpose for their intended audience?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- how to promote themselves for college and employment applications.
- elements of rhetoric (ethos, pathos, logos, rhetorical situation, audience).
- the importance of tone in writing.
- the importance of considering multiple viewpoints in writing, acknowledging different ways of looking at things.
- what field research is.
- the importance of identifying and evaluating credible sources.
- that writing a strong academic paper begins with a narrow essential question.
- the importance of choosing specific language to write a given thesis for each writing genre.

- that digital representations of information must be selective in scope and created with purpose and audience appeal.
- the importance of conventions in writing to achieve a purpose.
- what constitutes plagiarism.
- that utilizing a citation format such as MLA format aids readers and writers.
- the differences between informal writing and academic writing.
- types of academic writing, including rhetorical analysis, research report, and argument essay.

Students will be able to . . .

- write a résumé and cover letter.
- employ parallel structure in a résumé and digital presentation.
- write cohesively.
- utilize speeches and informational texts for academic writing.
- analyze rhetorical strategies.
- write a rhetorical analysis.
- summarize informational texts and various perspectives on an issue.
- write an informational report in a neutral tone.
- create a non-biased survey and conduct a field study.
- utilize credible sources to support academic writing.
- provide logical, supporting points to persuade an audience of the writer's claim.
- pare down information in a cohesive manner to gain intended audience awareness.
- support and develop a thesis-driven paper more than three pages in length.
- write for an academic audience.
- avoid plagiarism.
- quote, paraphrase, and summarize a text.
- use signal phrases to introduce a summary, paraphrase, or quotation.
- utilize MLA citation format.
- practice reflection upon writing.
- make appropriate decisions about grammar, usage, punctuation, word choice, and style.
- answer an essential question with support.
- compose a thesis for a variety of writing genres.
- create an effective digital representation of information for a specific purpose.

COURSE SYLLABUS

Course Name

Senior Writing Workshop

Level

Advanced College-Preparatory & College-Preparatory

Prerequisites

Successful completion of grades 9, 10, and 11 English.

Materials Required

None

General Description of the Course

Senior Writing Workshop is designed to prepare students for college, the workplace, and beyond. This one-semester elective is offered to seniors who want to strengthen their writing foundation for further success after high school. Students will create a portfolio which will contain six major pieces of writing including a personal philosophy statement, a résumé, a cover letter, a rhetorical analysis, a research report and field study, and an argument essay. In addition, students will complete a technology project, which they will present to their peers. Students will understand that writing is a process, and that each piece must be continuously revisited, revised, and edited until published for an intended audience and purpose. Throughout the semester, students will engage in daily writing and ongoing reflection to further promote the idea of writing as a process. Students will be expected to write clearly and coherently, with organization and adherence to writing conventions and mechanics.

Assured Assessments

Formative Assessments:

- Free-writes (Units 1, 2, 3, 4, 5)
- Exercises/worksheets (Units 1, 2, 3, 4, 5)
- Templates (Units 1, 2, 3, 4, 5)
- Process checklists (Units 2, 3, 4, 5)
- Reflections (Units 1, 2, 3, 4, 5)
- Technology presentation (Unit 5)

Summative Assessments:

- Résumé (Unit 1)
- Cover letter (Unit 1)
- Personal philosophy statement (Unit 1)
- Rhetorical analysis (Unit 2)
- Research report (Unit 3)
- Problem/solution argument essay (Unit 4)

Core Texts

sample writing models

selected speeches, TED Talks, articles, essays, op-eds, advertisements, and short video clips

academic summary template

reading comprehension worksheet

annotated bibliography template

sample digital presentations

UNIT 1

Personal Exploration: Functional and Personal Writing

The unit includes three summative assessments – résumé, cover letter, and personal philosophy statement – to be revised through peer/teacher feedback.

Some teachers may wish to begin the semester with a personal philosophy statement as a way of getting to know students, and as a way for students to better know themselves as thinkers and writers. If this choice is taken, students can use the personal philosophy statement to help them write their résumés and cover letters. However, other teachers may wish to begin the semester with the résumé and cover letter, as those pieces of writing are more specifically structured and can aid students in later creation of their personal philosophies.

The purpose of students' résumés and to whom they address their cover letters will be dependent upon their individual college/career goals as well the semester in which they are taking the course. (For example, in the first semester students may target college applications, whereas in the second semester they may target scholarship applications or applications to summer internships/jobs.)

The personal philosophy statement will reinforce the importance of self-reflection, cohesive writing, voice, and word choice in writing.

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.11-12.5 CCS.ELA-Literacy.RI.11-12.6 CCS.ELA-Literacy.W.11-12.10	Read audio broadcasts, personal essays, sample résumés, and cover letters to prepare for their own writing.
CCS.ELA-Literacy.W.11-12.3 CCS.ELA-Literacy.W.11-12.3.a CCS.ELA-Literacy.W.11-12.3.b CCS.ELA-Literacy.W.11-12.3.c CCS.ELA-Literacy.W.11-12.3.d CCS.ELA-Literacy.W.11-12.3.e	Write a personal philosophy statement.
CCS.ELA-Literacy.W.11-12.1.d CCS.ELA-Literacy.W.11-12.2.c CCS.ELA-Literacy.W.11-12.4 CCS.ELA-Literacy.W.11-12.6 ISTE Creative Communicator (Standard 6d)	Write a résumé and cover letter.

Unit Essential Questions

- Who am I as a writer and thinker?
 - What is my personal philosophy?
- How do writers use structure, discourse, tone, and conventions to achieve their given purpose for their intended audience?
 - How can I promote myself to prospective colleges and employers?

Scope and Sequence

- Students will begin the course with a personal philosophy statement, followed by creating or updating their résumés. They will also write a cover letter.
 - Students will read a selection of personal philosophies (e.g., from the NPR *This I Believe* series).
 - Teachers will lead guided discussion about the elements of a personal philosophy.
 - Students will engage in personal writing to elicit details for writing their own personal philosophies.
 - Students will write their personal philosophies through a thorough and recursive writing process.
 - Teachers will review how to write an effective résumé.
 - Students will write or revise a résumé.
 - Teachers will show models of cover letters for college and employment.
 - Teachers will review how to write a cover letter.
 - Students will write a cover letter.

Assured Assessments

Formative Assessments:

- Free-writes
- Exercises/worksheets related to parallel structure
- Exercises/worksheets related to revision of word choice (e.g., action verbs, words that bring out voice, etc.)
- Résumé template
- Letter set-up
- Annotations
- Notes
- Outlines
- Personal philosophy statement reflection

Summative Assessments:

- Résumé
- Cover letter
- Personal philosophy statement

Resources

Core

- Sample résumés and cover letters

Supplemental

- NPR. *This I Believe* series. <https://www.npr.org/series/4538138/this-i-believe>. Web.

Time Allotment

- Approximately 3-4 weeks

UNIT 2

Advanced Reading Comprehension and Analytical Writing

The unit includes one summative assessment – the rhetorical analysis – to be revised through peer/teacher feedback.

Beginning the unit with instruction related to the art of rhetoric will allow teachers to assess students’ prior knowledge on the topic. As they become acclimated with the language of the elements of rhetoric as applied to speeches, TED Talks, articles, essays, op-eds, advertisements, and short video clips, students will use outlines for analysis, and an academic summary template to learn how to summarize lengthy pieces in a clear, cohesive manner, a skill to be applied to every future unit as well.

Once comfortable with the art of rhetoric, students will analyze a non-fiction piece in a rhetorical analysis, with a process checklist used to ensure success by all students.

Unit Goals

At the completion of this unit, students will:

- | | |
|--|--|
| CCS.ELA-Literacy.RI.11-12.1
CCS.ELA-Literacy.RI.11-12.2
CCS.ELA-Literacy.RI.11-12.4
CCS.ELA-Literacy.RI.11-12.5
CCS.ELA-Literacy.RI.11-12.6
CCS.ELA-Literacy.RI.11-12.7
CCS.ELA-Literacy.W.11-12.10
CCS.ELA-Literacy.SL.11-12.3 | Read and analyze speeches, TED Talks, articles, essays, op-eds, advertisements, and short video clips. |
| CCS.ELA-Literacy.W.11-12.1
CCS.ELA-Literacy.W.11-12.1.a
CCS.ELA-Literacy.W.11-12.1.b
CCS.ELA-Literacy.W.11-12.1.c
CCS.ELA-Literacy.W.11-12.1.d
CCS.ELA-Literacy.W.11-12.1.e
CCS.ELA-Literacy.W.11-12.2
CCS.ELA-Literacy.W.11-12.2.b
CCS.ELA-Literacy.W.11-12.2.c
CCS.ELA-Literacy.W.11-12.2.f
CCS.ELA-Literacy.W.11-12.4
CCS.ELA-Literacy.W.11-12.5
CCS.ELA-Literacy.W.11-12.9 | Write a rhetorical analysis essay. |

Unit Essential Questions

- How do writers and speakers employ rhetoric and rhetorical strategies to achieve purpose?
 - What makes each piece read or heard effective and appealing?
 - How do writers and speakers use rhetorical appeals?
 - How do diction, figurative language, music, colors, poetic devices, and structures contribute to tone?

Scope and Sequence

- Once students have reflected on their place as writers and thinkers, they will engage in an analytical writing unit, investigating the art of rhetoric.
 - Teachers will present instruction related to the art of rhetoric and writing a rhetorical analysis.
 - Students will read and analyze elements of rhetoric in speeches, TED Talks, articles, essays, op-eds, advertisements, and short video clips.
 - Students will analyze a non-fiction piece for rhetorical devices and tone.
 - Students will write a rhetorical analysis through a thorough and recursive writing process.

Assured Assessments

Formative Assessments:

- Exercises/worksheets related to rhetorical strategies
- Quizzes on key terms/vocabulary
- Summary sheets
- Rhetorical paragraphs
- Process checklist
- Outline for rhetorical analysis
- Rhetorical analysis reflection

Summative Assessment:

- Rhetorical analysis

Resources

Core

- Selected speeches, TED Talks, articles, essays, op-eds, advertisements, and short video clips
- Academic summary template

Time Allotment

- Approximately 5-6 weeks

UNIT 3

Research and Informational Writing

The unit includes one summative assessment – the research report – to be revised through peer/teacher feedback.

Teachers will begin the unit with sample research reports, showing students that informational writing is a genre often expected in college and in a professional setting. For the unit, a particular structure will be introduced to illustrate the importance of headers, sub-headers, graphs, a neutral tone, etc., in achieving the purpose of informational writing. Students will choose a theme/topic and will summarize what the experts in the given field say about the theme/topic. Teachers will review/teach the importance of paraphrasing, quoting, and introducing such with signal phrases to make writing more professional and fluent. Once students have analyzed and synthesized what the experts say about their given themes/topics, they will conduct their own field study to include in their research report, with a process checklist used to ensure success by all students.

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.RI.11-12.1 CCS.ELA-Literacy.RI.11-12.2 CCS.ELA-Literacy.W.11-12.10	Read and summarize arguments & counter-arguments of experts.
ISTE Innovative Designer (Standard 4b) ISTE Global Collaborator (Standard 7b)	Create a survey, conduct field research, collect data to answer a research questions, and create graphs.
CCS.ELA-Literacy.W.11-12.1.a CCS.ELA-Literacy.W.11-12.1.b CCS.ELA-Literacy.W.11-12.1.c CCS.ELA-Literacy.W.11-12.1.d CCS.ELA-Literacy.W.11-12.1.e CCS.ELA-Literacy.W.11-12.2 CCS.ELA-Literacy.W.11-12.2.a CCS.ELA-Literacy.W.11-12.2.c CCS.ELA-Literacy.W.11-12.2.d CCS.ELA-Literacy.W.11-12.2.e CCS.ELA-Literacy.W.11-12.7 CCS.ELA-Literacy.W.11-12.9 CCS.ELA-Literacy.SL.11-12.2 ISTE Knowledge Constructor (Standards 3a, 3b)	Write a research report.

Unit Essential Questions

- How do writers present both sides of an argument, utilizing a neutral tone in order to educate their audience?
 - What are the main arguments of each author read?
 - How can I maintain a neutral tone in my own writing?
- How do researchers create surveys and conduct field studies to enrich, expand, and strengthen the content and the credibility of their findings?
 - How is demographic information important in a report?
 - Why is it important to create unbiased survey questions?
 - How can authentic field research strengthen the content of a report?
- How do writers use structure, discourse, tone, and conventions to achieve their given purpose for their intended audience?
 - How does the structure of each piece read contribute to clarity, cohesion, and fluency?
 - What distinguishes informal writing from persuasive writing?

Scope and Sequence

- Students' next endeavor in the course will include research and informational writing, during which time they will conduct an authentic field study to further support their research.
 - Students will read a variety of articles related to their research topic, completing summary sheets for each source.
 - Students will develop and conduct a survey to draw a conclusion about their topic.
 - Teachers will review/teach steps in the research process, with students using a process checklist to track their progress and the development of their papers.
 - Students will write a research report through a thorough and recursive writing process.

Assured Assessments

Formative Assessments:

- Reading comprehension worksheets
- Survey questions
- Analysis of survey results
- Process checklist
- Outline for research report
- Research report reflection

Summative Assessment:

- Research report

Resources

Core

- Sample research report
- Academic summary template
- Reading comprehension worksheet
- Primary research samples

Supplemental

- Pew Research Center. <https://www.pewresearch.org/>. Web.

Time Allotment

- Approximately 5-6 weeks

UNIT 4

Support of Claims and Persuasive Writing

The unit includes one summative assessment – the argument essay – to be revised through peer/teacher feedback.

Teachers will begin the unit with a sample argument essay, demonstrating to students the difference in tone between this genres and the previous ones studied. Students will be shown the importance of reading and acknowledging both sides of an argument before deciding which stance makes most sense to take for the purpose of an essay. After teachers review/teach students evaluation of web sources, as well as how to access and utilize databases for scholarly sources, students will choose a topic or continue researching the theme/topic they explored for their research report. Formulating an essential question to guide their research, they will read, analyze, and synthesize scholarly articles and digital resources on their subject, completing annotated bibliography sheets to help them reflect on their research choices and choose a stance on their theme/topic. Although thesis, topic sentences, and other parts of the formal essay will have been introduced in the prior two units, they will be emphasized here, along with information on rebuttals. A process checklist will be used to ensure success by all students.

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.11-12.8 CCS.ELA-Literacy.W.11-12.10 ISTE Knowledge Constructor (Standards 3a, 3b, 3d)	Find, evaluate, and select web and scholarly sources.
CCS.ELA-Literacy.RI.11-12.1 CCS.ELA-Literacy.RI.11-12.2 CCS.ELA-Literacy.RI.11-12.7	Conduct research using scholarly sources.
CCS.ELA-Literacy.W.11-12.4 ISTE Creative Communicator (Standard 6d)	Create an annotated bibliography.
CCS.ELA-Literacy.W.11-12.1 CCS.ELA-Literacy.W.11-12.1.a CCS.ELA-Literacy.W.11-12.1.b CCS.ELA-Literacy.W.11-12.1.c CCS.ELA-Literacy.W.11-12.1.e CCS.ELA-Literacy.W.11-12.2.b CCS.ELA-Literacy.W.11-12.2.c CCS.ELA-Literacy.W.11-12.4 CCS.ELA-Literacy.W.11-12.7 CCS.ELA-Literacy.W.11-12.8 CCS.ELA-Literacy.W.11-12.9	Write an argument essay taking a stance on a topic.

Unit Essential Questions

- How do writers find, evaluate, select, read, analyze, and synthesize web sources and academic information in order to create and prove a claim?
 - What makes a source credible?
 - How do I read and synthesize scholarly articles for the purpose of gathering research to make a claim?
- How do writers use structure, discourse, tone, and conventions to achieve their given purpose for their intended audience?
 - How do I create a strong, arguable thesis?
 - How do I use diction to make a writing piece persuasive?
 - Why is it important to acknowledge the opposing side of an argument?
 - How do I formulate a counterclaim?
 - How does the employment of rhetoric help make an argument essay stronger?

Scope and Sequence

- Students will formulate an essential question to research, and subsequently write a problem/solution argument essay.
 - Students will read and review the claims and counterclaims of an argument based on a current, controversial issue or topic.
 - Students will develop an essential question to guide their research.
 - Students will consult a variety of academic sources and gather credible evidence.
 - Students will use a process checklist to chunk the assignment and track their progress.
 - Students will write a problem/solution argument essay that supports a claim through a thorough and recursive writing process.

Assured Assessments

Formative Assessments:

- Evaluation of websites activity
- Problem/solution argument essay reading comprehension worksheet
- Annotated bibliography
- Process checklist
- Outline for argument essay
- Problem/solution argument essay reflection

Summative Assessment:

- Problem/solution argument essay

Resources

Core

- Sample problem/solution argument essay
- Academic summary template
- Problem/solution argument essay reading comprehension worksheet

- Annotated bibliography template

Time Allotment

- Approximately 4-5 weeks

UNIT 5

Digital Project

The unit focuses on a technology component – the digital project – to count toward the classwork/homework/participation grade for the semester.

Students will adapt one of their semester pieces for online readers/viewers by transforming their print into a technology-based design. The teacher may direct this project into one particular unit, or may allow students to choose any of the four major pieces of the course for the adaptation. Teachers will review the components of a strong presentation, as well as the importance of color, music, titles, editing, etc., in illustrating one’s point/purpose for the intended audience. This will bring rhetoric back full-circle.

Unit Goals

At the completion of this unit, students will:

CCS.ELA-Literacy.W.11-12.1.c CCS.ELA-Literacy.W.11-12.1.d CCS.ELA-Literacy.W.11-12.2.a CCS.ELA-Literacy.W.11-12.2.b CCS.ELA-Literacy.W.11-12.10 CCS.ELA-Literacy.SL.11-12.4 CCS.ELA-Literacy.SL.11-12.5 ISTE Empowered Learner (Standard 1c) ISTE Innovative Designer (Standard 4b) ISTE Creative Communicator (Standard 6d)	Choose work from one of the previous four units to present digitally.
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Unit Essential Questions

- How does one create and present information digitally in order to inform and/or persuade?
 - How do I use colors, themes, and structure to engage the audience digitally?
- How do writers use structure, discourse, tone, and conventions to achieve their given purpose for their intended audience?

Scope and Sequence

- Students will adapt one of their prior pieces from the semester into a technology-based design.
 - Students will draw from their semester work to create a digital presentation.
 - Teachers will reinforce rhetorical strategies and guide students in the development of their presentations.

Assured Assessments

Formative Assessments:

- Outline of adaptation
- Technology presentation

Resources

Core

- Outlines for digital presentations
- Sample digital presentations

Time Allotment

- Integrated/ongoing throughout the semester

COURSE CREDIT

One-half credit in English
One class period daily for a half year

PREREQUISITES

Successful completion of grades 9, 10, and 11 English.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Senior Writing Workshop Rubric (attached)
- Senior Writing Workshop Résumé and Cover Letter Rubric (attached)
- Senior Writing Workshop Personal Philosophy Statement & Process Checklist (attached)
- Senior Writing Workshop Rhetorical Analysis & Process Checklist (attached)
- Senior Writing Workshop Research Report & Field Study (attached)
- Senior Writing Workshop Problem/Solution Argument Essay (attached)
- Senior Writing Workshop Digital Presentation & Rubric (attached)

Trumbull High School School-Wide Reading Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> • Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> • Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> • Establishes a purpose • Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> • Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> • Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions 	<ul style="list-style-type: none"> • Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions 	<ul style="list-style-type: none"> • Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions 	<ul style="list-style-type: none"> • Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> • Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> • Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> • May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> • Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> • Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> • Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning 	<ul style="list-style-type: none"> • Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

SENIOR WRITING WORKSHOP RUBRIC

Student Name: _____

Piece: _____

ORGANIZATION	Exceptional	Skilled	Proficient	Developing
Paper has a clear beginning and ending				
Order of ideas helps construct meaning and makes the paper easy to follow				
Arrangement helps reader to anticipate content, including headers, paragraphs, images, graphs, etc.				
Each paragraph stays on topic and supports the central purpose of the paper				
Writing is fluent				
CONTENT/IDEAS				
Purpose (thesis, theme, etc.) of writing piece is easily identifiable				
Details are abundant and specific, further supporting the aforementioned purpose				
Each detail is explained/discussed and tied to the purpose				
Depth of knowledge reflects synthesis, analysis, and audience awareness				
Voice is distinct				
COMMAND OF ACADEMIC WRITING				
Word choice is strong, appropriate for the assignment, and reflects an awareness of audience (e.g., no contractions for an academic audience, but contractions are more natural in a narrative)				
Paper adheres to MLA research and citation standards*				
Paper adheres to established writing standards**				
CONVENTIONS				
Mechanics of English are correct (spelling, punctuation, capitalization, grammar, sentence structure)				
PROCESS				
Final product reveals evidence of revision and editing				

Grade: _____

* MLA header on page 1 only; all pages include last name and page number in upper right-hand corner of page; appropriate information is cited, including statistics, direct quotes, facts that are not common knowledge that you didn't previously know, anecdotal support; parenthetical citations are correctly formatted; Works Cited and/or Works Consulted page is attached and correctly formatted.

** Typed and double-spaced; standard font (Times New Roman, Arial, or Courier); 11- or 12-point font; one-inch margin on all sides; one space after periods and other punctuation marks.

SENIOR WRITING WORKSHOP RÉSUMÉ AND COVER LETTER RUBRIC

Student Name: _____

RÉSUMÉ	Exceptional	Good	Satisfactory	Needs Support
Contact information includes name, address, e-mail, and phone number. Name stands out.				
Details for each section are plentiful and specific, highlighting the student's strengths.				
Word choice is vivid and diverse, limiting pronouns and using strong action verbs.				
Parallel structure is employed throughout.				
Layout is easy to read and pleasing to the eye, including readable font, acceptable margins, consistent formatting, clear headings and subheadings.				
Listings go in reverse chronological order, with the most recent information first.				
Résumé is written concisely (no complete sentences!).				
Résumé is proofread and free of spelling, punctuation, and spacing errors; verb tense is consistent.				

Comments:

COVER LETTER	Exceptional	Good	Satisfactory	Needs Support
Follows the business letter format with date and addresses at the top, and signature at the bottom.				
The introduction includes who you are, why you are writing, and does so in a clear and interesting way.				
The body emphasizes your skills and strengths, and how they apply to the purpose for your writing the letter (e.g., scholarship, job, etc.).				
The closing refers to your résumé and any other pieces you will submit with it, and thanks the reader.				
Writing is assertive, clear, and concise.				
Tone is professional, as depicted through word choice and writing style.				
Mechanics of English are correct.				

SENIOR WRITING WORKSHOP

PERSONAL PHILOSOPHY STATEMENT & PROCESS CHECKLIST

OVERVIEW

“The unexamined life is not worth living.” ~ Socrates

As seniors, you have accomplished so much in terms of academic writing and standardized test-taking. So now it is time to explore who you are both as young adults and as writers. We will begin this semester by writing a Personal Philosophy Statement. A Personal Philosophy Statement is a short essay in which you make a statement about who you are and what you believe in. During this process, you will reflect on your childhood and young adulthood in a thoughtful way. The Personal Philosophy Statement will help you to take a step toward adulthood, and you will have the freedom to do so in your own way.

YOUR TASKS

1. Read sample Personal Philosophy Statements, annotate, discuss.
2. Analyze writing.
3. Explore Personal Philosophy questions through free-writes.
4. Choose a theme.
5. Complete outline.
6. Draft Personal Philosophy Statement.
7. Peer-review.
8. Edit.

REQUIREMENTS

- Complete each step on the Process Checklist.
- Write an essay of approximately 500 words (1½-2 pages), typed and double-spaced following the MLA format.
- Peer-review.
- Revise and edit.
- Submit for teacher feedback and grade.
- Revise after teacher feedback, and put in your semester portfolio.

PROCESS CHECKLIST

To help you complete the Personal Philosophy Statement, you will complete the following activities (which will become a part of the actual paper). Together they will total **55** points toward the 40% of your semester grade. The first final draft of the Personal Philosophy Statement will be graded as a major assessment, and the revision of this will be part of your semester portfolio.

COMPONENT	DUE DATE	POINTS
➤ Annotated Sample Essays	_____	10
➤ Analysis	_____	10
➤ Author Bio.	_____	5
➤ Outline	_____	10
➤ Draft for peer review	_____	20

Each component will be graded on the following:

- Quality of work
- Depth of thinking and details included
- Completeness of draft(s)
- Clear demonstration of persistence, development, and progress

SENIOR WRITING WORKSHOP

RESEARCH REPORT & FIELD STUDY:

Combining Scholarly Research and Fieldwork

OVERVIEW

By completing this assignment, you will gain practice writing a new genre – one that is often used in a variety of academic disciplines and careers. To complete this assignment, you will (1) analyze 3 scholarly arguments from experts related to the topic of your choice and (2) conduct original fieldwork research. In the Research Report, you will synthesize the information and report on what you have learned about a specific issue related to your topic.

A report is different from a persuasive essay. Rather than attempting to persuade an audience, a report aims to inform and explain information for its less-informed readers. Additionally, reports are written with a “neutral tone” and the writer’s job is to be an impartial observer who examines and reports on all sides, like a journalist.

YOUR TASKS

FIRST: Start by reading 3 articles.

- These are written by experts in each given field.
- Your task is to read carefully and to summarize their main arguments, using the academic summary template.
- You will then complete a Reading Comprehension Sheet for *each* source (graded as part of the process checklist for this major assignment).

SECOND: In addition to summarizing what the experts say on your topic, you will also conduct original research by distributing a survey to the general public.

- Distribute a survey/questionnaire.
- Include between 8-10 questions (some of which will be demographic information – I will teach you how to do this).
- Collect responses from at least 25 people.
- Present the results of your survey in your Research Report.

THIRD: Write the Research Report.

Reports, as a genre, include certain specific sections. Your report will have the following:

- An introduction that includes a lead, background info., and a purpose statement for your report
- A section that summarizes what the your sources have said
- A methods section that describes how you conducted your fieldwork/collected data
- A results section that reports on your most important fieldwork findings and includes a visual display of the data you collected in your survey
- A discussion section that analyzes your fieldwork findings
- A conclusion that brings together the experts’ opinions and the general public’s opinions on the issue researched

We will look at sample reports in class during the next few weeks, and I will provide an outline for each section.

SENIOR WRITING WORKSHOP

PROBLEM/SOLUTION ARGUMENT ESSAY

OVERVIEW

Throughout the semester, you have been reading and researching various topics. You have spent plenty of time summarizing and analyzing other people’s arguments about these topics. Now it is your turn to construct a well-written persuasive argument about an issue of your choosing.

This assignment is a “Problem/Solution” argument essay. In other words, you will identify a “problem” or relevant issue related to a broader topic. Your task as the writer is to research the “problem” and other people’s perspectives on the issue. You will then write a persuasive argument which takes a stance on the issue, and where possible, you will offer a “solution” to the problem (based on others’ ideas and/or your own).

BROAD TOPIC OPTIONS

Food Culture/Western Diet: For this category, you can identify any problem you see related to food issues in the United States and food’s effect on people (for example, organic food, GMO’s, childhood obesity, etc.).

Communication Technology: For this category, you can identify any problem you see related to technology’s effect on people (for example, technology’s effects on relationships or our intelligence, technology’s effects on education, privacy on the Internet, etc.).

Gender Issues and Sexuality: For this category, you can identify any problem you see related to gender issues and sexuality in today’s society (for example, same-sex families, transgender bathrooms, etc.).

Health and Morality: For this category, you can identify any problem you see related to health and morality in today’s society (for example, euthanasia, stem cell transplants, cloning, etc.).

Current Political Issues: For this category, you can identify any problem you see related to a current issue in American politics in today’s society (for example, immigration, gun control, etc.).

Other: For this category, you can identify any problem and narrow it down so that your research is focused and specific.

REQUIREMENTS

Your Problem/Solution Argument Essay will need to do the following:

- ❖ Present a claim/thesis in which you take a stance on the topic and propose some kind of solution to the “problem” you’ve identified
- ❖ Support your claim using effective rhetorical appeals (ethos, pathos, logos)
- ❖ Incorporate research from credible sources to support the claim (with at least 2 sources from library databases and at least 2 from credible web sources – for a minimum of 4 sources)
- ❖ Have a clear introduction, organized body paragraphs, and a conclusion
- ❖ Essay should be 3 - 5 pages

YOUR AUDIENCE

You should write your essay for an educated, academic community: your THS peers and your teachers. Not only do you have the task of educating your audience about the selected topic/controversial issue; you also need to persuade them to consider or agree with your point of view.

WHY COMPLETE THIS ASSIGNMENT?

This assignment has many purposes. By writing your Argument, you should be able to:

- ❖ demonstrate your ability to gather and select relevant, credible information through research;
- ❖ explain clearly and accurately to your audience a controversial or debatable issue;
- ❖ evaluate and ethically and fairly summarize opposing viewpoints;
- ❖ demonstrate critical thinking by questioning, analyzing, and synthesizing information;
- ❖ practice incorporating various genres and applying knowledge learned this semester in order to present a rhetorically effective message for 21st-century audiences.

SENIOR WRITING WORKSHOP DIGITAL PRESENTATION

BACKGROUND

“The mind is not a vessel to be filled, but a fire to be ignited.” ~ Plutarch

This week you will create a presentation of one of your papers using Google Slides. You are free to use your knowledge and your creative mind to make this a wonderful compilation of your ideas; however, you may desire to share them with your classmates. On the other hand, if you are someone who struggles with organization, we have put together specific directions that will guide you in this process. Do keep in mind, though, that our goal as learners is to engage in higher-order thinking. Higher-order thinking involves the transformation of ideas, rather than the regurgitation of facts. Therefore, we are empowering you to make this digital presentation a mind-blowing adventure!

TO BEGIN:

- In Google Drive, click “New.”
- Choose Google Slides.
- Select a theme.
- Title the presentation in the upper left corner of your screen, and share with your teacher.
- The presentation will have a minimum of 6 slides, but there is no maximum.

KEEP THE FOLLOWING IN MIND:

- **Include one (1) picture** on each slide. (If you choose to use two pictures on a slide, that is okay, but remember to keep it simple.)
- If you use a picture as the background of a slide, we must be able to read your font.
- **NO** cartoons or clip art (unless you find an appropriate and powerful political cartoon) – this should look professional.
- Cite pictures (we will teach you how to do this)
- **NO COMPLETE SENTENCES.**
 - Main idea slides must be titled and bulleted details.
- Use a readable font.
- Use attractive colors - not distracting.
- Keep in mind the rule of 7 (no more than 7 lines, no more than 7 words per line).

GUIDELINES FOR SLIDES:

- | | |
|---------|--|
| Slide 1 | Cover Slide will contain: a title for your presentation; your name; an image. (The image as your background looks nice, but not all themes allow this.) |
| Slide 2 | Purpose of presentation; keep this brief. (This will be the thesis if you are creating a presentation from the rhetorical analysis or argument essay; this will be the essential question if you are creating a presentation from the research report; this will be your personal philosophy statement if you are creating a presentation from the personal philosophy essay.) |

- Slide 3 Main idea #1 at the top; bulleted details below.
- Slide 4 Main idea #2 at the top; bulleted details below.
- Slide 5 Main idea #3 at the top; bulleted details below. (Not everyone will have 3 main ideas.)
- Slide 6 Final statement-clincher; keep this brief.

These are guidelines only – you do not have to follow these in terms of order – also, if you want to go above and beyond, please do so!

Note that the first model has a Works Cited slide for pictures; we will show you how to cite the digital images within each slide, which is a more accurate and acceptable way to cite pictures.

SENIOR WRITING WORKSHOP DIGITAL PRESENTATION RUBRIC

Student Name: _____

	Exceptional	Skilled	Proficient	Developing
Cover slide contains . . . • Interesting title, presenter’s name, 1 image				
Thesis slide contains . . . • Speaker’s position(s) on subject, 1 image				
Main idea slides contain . . . • Main idea, bulleted support, 1 image				
Graph slide(s) contain(s) . . . • A clear title, thoughtfully customized graph(s), graph(s) that reveal thoughtful research question(s)				
Closing slide contains . . . • Wrap-up that leaves audience thinking, 1 image				
Any additional slides add to strength of presentation				
Slides carefully attempt to follow the rule of 7 (no more than 7 lines, no more than 7 words per line)				
Images . . . • Add to power of presentation, and are properly cited				
Theme & color scheme . . . • Intelligently support speaker’s intended tone				
Proofreading • Slides have been carefully edited for spelling, grammar, capitalization, and parallel structure				
Oral presentation . . . • Goes beyond content of slides, showing expertise in subject matter; explains graph(s) in depth				
Speaker . . . • Is knowledgeable, well-prepared, speaks loudly and clearly, avoids filler words, has good posture and eye contact				

Comments: _____

Grade: _____