

PUBLIC SCHOOLS OF EDISON TOWNSHIP

OFFICE OF CURRICULUM AND INSTRUCTION



College Composition and Literature Curriculum

Length of Course:	Term
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 12
Credit Value:	5 Credits
Date Approved:	September 21, 2020

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Course Syllabus and Grading Policies 2020-2021 School Year

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

Required Texts:

- Summer Reading materials for College and Career Project to be completed during the 1st marking period
- Miller and Spellmeyer, *The New Humanities Reader*, 5th Edition
- Selection of fiction and nonfiction to be completed during the 4th marking period

The certified learning goals for 355:101 are:

1. To communicate complex ideas effectively, in standard written English, to a general audience.
2. To evaluate and critically assess sources and use the conventions of attribution and citation correctly.
3. To analyze and synthesize information and ideas from multiple sources to generate new insights.

Rutgers Expository Writing Course Requirements and Policies:

- Compose an expository writing sample
- Read selections from *The New Humanities Reader*
- Write **four** out-of-class essays, minimum of **five** typed pages (1700 words) each
- Write a typed rough draft and final draft for each assignment (**and demonstrate significant revision between drafts**)
- Complete in-class interpretive exercises (2nd and 3rd quarterlies)
- Submit all rough drafts on Google Classroom and all final drafts on both Google Classroom and Turnitin.com
- Keep all rough and final drafts in a folder for mid-semester and end of semester folder review.
- **Students must pass the third quarterly exam to pass the course.**
- Review and abide by the University's Policy on Academic Integrity. This can be found online at: <http://academicintegrity.rutgers.edu/>. **This policy will be enforced in this class.**

Rutgers University Grading Policy:

- The final course grade will be determined by your highest level of sustained achievement until the end of the term.
- You must complete the 2nd quarterly (Rutgers Expos midterm exam) to pass the course.
- You must pass the 3rd quarterly (Rutgers Expos final exam) to pass the course.
- Half a letter grade will be deducted from the final draft for each calendar day the rough draft is late or incomplete; one full letter grade will be deducted from a final draft for each day it is late. Incomplete final drafts will fail.
- The lowest passing grade for a paper and for the course is a C.

Course Requirements and Policies:

- **You must submit rough and final drafts of all four papers to pass the class. These drafts MUST meet the page requirements and be submitted on time to pass the class. If a draft is missing, this automatically results in a failure in the course.**
- All drafts must be submitted to Google Classroom and turnitin.com.
- Edison Public Schools Grading, Plagiarism and Lateness Policies apply to this course. Please see the Student Handbook on the website for more details.

Grading Policy for College Composition and Literature:

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

- 80% -- Performance on Analytic Essays (highest sustained achievement)
- 15% -- Online Participation
 - 15 small participatory moments throughout the 15 weeks of the Rutgers Sequence (Oct - March)
 - 5 participatory moments for discussing texts (you must be present and actively participating and speaking in these discussions)
 - 4 group discussions
 - 6 synchronous/asynchronous moments —> Peer Review of Papers
- 5% -- Interpretive Exercises (Graded Pass/No Pass)

Assignment	Point Breakdown on Papers 1-2	Point Breakdown on Papers 3-4
Submission of rough draft by 7:00 a.m. in Google Classroom on assigned due date	25 points IF ON TIME	25 points IF ON TIME
Submission of final draft by 7:00 a.m. in Google Classroom <u>and</u> Turnitin.com on assigned due date	25 points IF ON TIME	25 points IF ON TIME
	<p>Up to 50 points based on the scale below: Final Paper Grade</p> <ul style="list-style-type: none"> ● A=50/50 points ● B+=44/50 points ● B=41/50 points ● C+=38/50 points ● C=36/50 points ● NP=30/50 points 	<p>Up to 50 points based on the scale below: Final Paper Grade</p> <ul style="list-style-type: none"> ● A=40-50/50 points ● B+=37/50 points ● B=33/50 points ● C+=27/50 points ● C=23/50 points ● NP=17-20/50 points
TOTAL GRADE FOR PAPER:	Up to 100 points based on the 3 criteria above	Up to 100 points based on the 3 criteria above

Course Calendar for Paper Submissions

Reading(s)	Paper	Due Date
<ul style="list-style-type: none"> • Michael Moss “The Extraordinary Science of Addictive Junk Food” • Franklin Foer: “Mark Zuckerberg’s War on Free Will” 	Rough Draft 1 4 pages 1200 words	October 13th @7:00 a.m. Google Classroom
<ul style="list-style-type: none"> • Michael Moss “The Extraordinary Science of Addictive Junk Food” • Franklin Foer: “Mark Zuckerberg’s War on Free Will” 	Final Draft 1 5-6 pages 1700 words	October 27th @7:00 a.m. Google Classroom/Turnitin.com
<ul style="list-style-type: none"> • Franklin Foer: Mark Zuckerberg’s War on Free Will • Michael Moss “The Extraordinary Science of Addictive Junk Food” • Barbra Fredrickson: “Selections from Love 2.0” 	Rough Draft 2 4 pages 1200 words	November 18th @7:00 a.m. Google Classroom
<ul style="list-style-type: none"> • Franklin Foer: “Mark Zuckerberg’s War on Free Will” • Michael Moss “The Extraordinary Science of Addictive Junk Food” <ul style="list-style-type: none"> • Barbra Fredrickson: “Selections from Love 2.0” 	Final Draft 2 5-6 pages 1500 words	December 2nd @7:00 a.m. Google Classroom/Turnitin.com
<ul style="list-style-type: none"> • Anand Giridharadas: “Excerpts from <i>Winners Take All</i>” • +1 reading 	Rough Draft 3 4 pages 1200 words	December 22nd @7:00 a.m. Google Classroom
<ul style="list-style-type: none"> • Anand Giridharadas: “Excerpts from <i>Winners Take All</i>” • +1 reading 	Final Draft 3 5-6 pages 1500 words	January 8th @7:00 a.m. Google Classroom/Turnitin.com
<ul style="list-style-type: none"> • Daniel Gilbert “Immune to Reality” • Anand Giridharadas: Excerpts from <i>Winners Take All</i>” • +1 reading 	Rough Draft 4 4 pages 1200 words	January 25th @7:00 a.m. Google Classroom
<ul style="list-style-type: none"> • Daniel Gilbert “Immune to Reality” • Anand Giridharadas: Excerpts from <i>Winners Take All</i>” • +1 reading 	Final Draft 4 5-6 pages 1500 words	February 11th @7:00 a.m. Google Classroom/Turnitin.com

Please note due dates and readings are subject to change as per instructor’s discretion.

College Composition and Literature

— 2020 - 2021 —

Course Overview

- College Comp is an intensive writing course designed to immerse you into the expectations and rigor of college writing.
 - WALT read, comprehend, analyze, and evaluate multiple nonfiction texts used in Expository Writing 101 at Rutgers University.
 - WALT develop independent theses that connect and respond to the ideas and information in the texts we read.
 - writing multiple drafts of 4 expository essays (5th for Edison grade)
 - close reading, rereading, analysis, evaluation, and synthesis of multiple challenging nonfiction texts
 - meaningful, effective peer review
 - intensive, significant revision
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Syllabus

*all dates subject to change

Reading & Discussion	Rough Draft	Final Draft
Michael Moss "The Extraordinary Science of Addictive Junk Food"	10/13/20	10/27/20
Franklin Foer, "Mark Zuckerberg's War on Free Will" Moss	11/18/20	12/2/20
Barbara Fredrickson "Selections from <i>Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become</i> " Foer Moss	12/22/20	1/8/21
Anand Giridharadas, "The Critic and the Thought Leader" +1 Reading	01/25/21	02/11/21
Daniel Gilbert "Immune to Reality" +2 Readings	03/05/21	03/19/21

College Composition students are subject to both grading policies:

Edison Grading Policy

- Write 5 out-of-class essays, minimum of 5 typed pages each (4 will go towards RU)
- Write a typed rough draft & final draft for each assignment (w/ significant revision between drafts)
- Complete 4 quarterly exams
- Submit all rough drafts on Google Classroom & all final drafts on both Google Classroom and Turnitin.com
- Keep all rough & final drafts in a folder for mid-semester and end of semester folder review.
- Review and abide by the University's Policy on Academic Integrity.
<http://academicintegrity.rutgers.edu/>.
- Participate meaningfully in online and in-person classes.

Rutgers Grading Policy

- The final course grade will be determined by your highest level of sustained achievement until the end of the term.
- You must complete the midterm exam to pass the course.
- You must pass the final exam to pass the course.
- Half a letter grade will be deducted from the final draft for each calendar day the rough draft is late or incomplete; one full letter grade will be deducted from a final draft for each day it is late. Incomplete final drafts will fail.
- The lowest passing grade for a paper and for the course is a C.
- *All folders & grades are subject to review and change by Rutgers University.

Assignment	Point Breakdown on Papers 1-3 (#1 only for Edison grade)	Point Breakdown on Papers 4-5
Submission of rough draft by 7:00 a.m. in Google Classroom on assigned due date	25 points IF ON TIME	25 points IF ON TIME
Submission of final draft by 7:00 a.m. in Google Classroom <u>and</u> Turnitin.com on assigned due date	25 points IF ON TIME	25 points IF ON TIME
	Up to 50 points based on the scale below: Final Paper Grade <ul style="list-style-type: none"> ● A=50/50 points ● B+=44/50 points ● B=41/50 points ● C+=38/50 points ● C=36/50 points ● NP=30/50 points 	Up to 50 points based on the scale below: Final Paper Grade <ul style="list-style-type: none"> ● A=40-50/50 points ● B+=37/50 points ● B=33/50 points ● C+=27/50 points ● C=23/50 points ● NP=17-20/50 points
TOTAL GRADE FOR PAPER:	Up to 100 points based on the 3 criteria above	Up to 100 points based on the 3 criteria above

Rubric













Condensed Grading Criteria for Analytic Essays in 355:100, 101, 103, 201, & 301

For extended descriptions of these criteria, visit: <http://wp.nyu.edu/academics/undergraduate/grades>

	THESIS	WORK WITH ASSIGNED TEXTS	STRUCTURAL COHERENCE	PRESENTATION
A	<ul style="list-style-type: none"> Articulates original, complex, and specific thesis in essay's opening Confidently acknowledges and incorporates essay's broader stakes and implications May embrace and incorporate questions that complicate or challenge thesis to refine overarching claim 	<ul style="list-style-type: none"> Confidently close-reads textual evidence to arrive at original interpretive insights Clear sense that essay contributes to ongoing intellectual conversation May employ unanticipated interpretive contexts to make textual connections 	<ul style="list-style-type: none"> Compelling progressive development of thesis throughout paragraphs Transitions confidently communicate relations between essay's multiple parts Deliberate and effective use of topic sentences and other structural "signposts" 	<ul style="list-style-type: none"> Exhibits evidence of proofreading Includes few citational and/or formatting errors May exhibit eloquent prose style
B+	<ul style="list-style-type: none"> Articulates original, independent thesis in essay's opening Advances conceptually complex interpretive position Begins to acknowledge essay's broader stakes and implications 	<ul style="list-style-type: none"> Engages a variety of textual evidence with confidence and authority Cites texts to both support and complicate or refine thesis Exhibits willingness to take interpretive risks when close-reading and making connections 	<ul style="list-style-type: none"> Consistent progressive development of thesis throughout paragraphs Effective use of topic sentences and transitions May begin to incorporate explicit structural "signposts" 	
B	<ul style="list-style-type: none"> Articulates thesis in essay's opening Advances clear interpretive position Thesis may be conceptually limited or developed in a repetitive way 	<ul style="list-style-type: none"> Engages a variety of textual evidence Cites texts to provide support for thesis Takes some interpretive risks when close-reading and making connections 	<ul style="list-style-type: none"> Progressive development of thesis throughout paragraphs Structure of essay is deliberate and logical Clear effort to use topic sentences and transitions throughout 	
C+	<ul style="list-style-type: none"> Evidence of emerging independent thesis, but not clearly articulated in essay's opening Takes interpretive position at least once, and begins to sustain that position throughout essay Thesis may be implicit or underdeveloped 	<ul style="list-style-type: none"> Includes several moments of close-reading and uses adequate textual evidence Begins to engage more complicated ideas in texts Connections made within a text or between texts may be implicit or underdeveloped 	<ul style="list-style-type: none"> Accurate sense of purpose and conventions of a paragraph Begins to exhibit progressive development of thesis throughout paragraphs Topic sentences and transitions begin to emerge, but may be underdeveloped or inconsistently employed 	
C	<ul style="list-style-type: none"> Takes interpretive position at least once Thesis may be imprecise or general Thesis may emerge at end of essay following discussion of textual evidence 	<ul style="list-style-type: none"> Makes effort to close-read at least once Accurate reading comprehension and appropriate use of textual evidence Begins to make valid connections within a text or between texts 	<ul style="list-style-type: none"> Basic sense of purpose and conventions of a paragraph Progressive development between paragraphs may be implicit or unclear Some paragraphs may begin to exhibit emerging topic sentences 	<ul style="list-style-type: none"> Exhibits little or no evidence of proofreading Syntactical or semantic errors consistently impede meaning
NP	<ul style="list-style-type: none"> No thesis in evidence Emerging thesis may be overwhelmed by summary, paraphrase, or generalization Lacks meaningful connection between texts and emerging thesis Demonstrates insufficient revision from rough draft to final draft 	<ul style="list-style-type: none"> Little or no evidence of close-reading Miscomprehends or misinterprets texts Overgeneralizes about texts Privileges writer's opinions, anecdotes, or extraneous material 	<ul style="list-style-type: none"> Inaccurate or unclear sense of purpose and conventions of a paragraph Minimal or no progressive development between paragraphs Employs few or no topic sentences May rely on "five-paragraph essay" model 	<ul style="list-style-type: none"> Inadequate or missing citation of sources

Thesis

Critical Revisions & Expectations

- **Editing** is focused on grammar, spelling, and punctuation. While we expect your papers to be proofread, between your draft and your final paper, you should focus on making critical REVISIONS.
 - **Revision** is focused on your ideas. You will be rewriting, moving, and deleting entire sentences or even paragraphs.
 - Do not defend weak ideas. Change them.
-

Plagiarism

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
 - properly acknowledge all contributors to a given piece of work
 - make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
 - obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
 - treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
 - uphold the canons of the ethical or professional code of the profession for which he or she is preparing.
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Plagiarism Continued...

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

– *The Rutgers University Academic Integrity Policy*

Folder Review

After the final paper has been submitted:

- Rutgers Expository instructors will examine your work and assign your final Rutgers (not Edison) grade.
 - Once your four Rutgers papers are completed, you will transition into the traditional Edison grade 12 curriculum.
 - Your final Edison report card grade will be determined after you complete the work of the 4th marking period.
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Purpose of the Course

- to prepare you to synthesize texts in college and your careers.
 - main goal is not necessarily about earning the college credit
 - growth mindset
 - it's not going to be easy
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Expos Myths

https://drive.google.com/file/d/0B_vozO-Hlqj6ZGVRLXk4RC0yRjVyb05fVGxLWXl6a18xc0tN/view

Video: The Expos Five

<https://vimeo.com/14011000>
