

Rumson-Fair Haven Regional High School

Course: *Honors College Writing*

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Board Approval: August 2024

Section I: Course Description

Honors College Writing integrates the study of language and texts to enhance/reinforce the literacy capacities and higher-order critical thinking skills needed for the 21st Century. The first semester is aligned with the cornerstone course in the Rutgers University Writing Program: College Writing 355:101. This intensive writing course focuses on the development of the rhetorical praxes and the conventions of academic writing needed for successful undergraduate study. Students may elect to pay for three college credits from Rutgers University for College Writing 355:101 at a discounted rate after successful completion of the first semester of *Honors College Writing* and a portfolio review by the staff of the Rutgers University Writing Program. The second semester is an introduction to critical theory. Students will be able to apply the academic writing skills that they developed in Semester I of *Honors College Writing* to a range of cultural and theoretical texts.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2023 New Jersey Student Learning Standards English Language Arts:**
 - A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
2. **2020 New Jersey State Learning Standards-Social Studies:**
 - "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages."
3. **2023 New Jersey Student Learning Standards – Mathematics:**
 - "A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society; ...[A] high-quality mathematics education [] fosters a population that...leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions, persists to make sense of and model problems arising in everyday life, society, and the workplace, thinks critically and strategically to assess quantitative relationships and to solutions to complex problems, employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers' reasoning, interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors, communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives."

4. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - “Successful preparation of students for the opportunities, rigors, and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.
5. **2020 New Jersey Student Learning Standards – Visual and Performing Arts:**
 - The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
6. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
7. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
 - ***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
8. ***Amistad Law: N.J.S.A. 18A 52:164-88:**
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
9. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
10. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
11. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of

students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”

12. **Rutgers School of Arts and Sciences, Writing Program:**
 - “The course is designed to help students learn to read deeply, think critically and write effectively about complex texts...”
13. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Honors College Writing* Curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans. Note: Modifications to the *Honors College Writing* Curriculum could impact a student’s ability to meet the performance standards established by the Rutgers University Writing Program resulting in a negative portfolio review.

Coursework and assessments will be modified individually for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for English Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Honors College Writing* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Honors College Writing</i> (Semester I-Rutgers University College Writing Course)	Grade Level: 12
Unit I: Reading as a Writer-Reflective Essay	Weeks 1-4
Unit II: Joining the Conversation--Educational Reform	Weeks 5-10
Unit III: Exploring Complexities	Weeks 11-15
Unit IV: Asking a Meaningful Question	Weeks 16-20
Course Title: <i>Honors College Writing</i> (Semester II-Introduction to Critical Theory)	Grade Level: 12

Unit I: Disorientation, “What Do You Mean?”	Weeks 1-6
Unit II: Subjectivity, “Prison of the Self”	Weeks 7-11
Unit III: Ideology, “How I Learned to Be Good”	Weeks 12-16
Unit IV: Agency, “Resist! (If you Can)”	Weeks 17-20

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed in *Honors College Writing*:

- “The Future of Originals” by Alexander Provan
- “ Kids Need Dirt and Danger” by Matti Friedman
- “Small Change” by Malcolm Gladwell
- *Keys for Writers*, 7th/8th Editions, Ann Raimos and Susan K. Miller-Cochran
- “Why Italian?” by Jhumpa Lahiri
- “What is Education For?” by Danielle Allen
- “Indigenous Knowledge is Often Overlooked in Education. But it Has a Lot to Teach Us,” by Helen Thomas
- “Introduction from *The New Education*” by Cathy Davidson
- “What Americans Keep Ignoring About Finland’s School Success” by Amy Partanen
- “Do Schools Kill Creativity?” by Ken Robinson
- “Teaching with Love” by bell hooks
- “Debatable” episode, *Radiolab* Podcast
- “BA.5: What do you Need to Know” by Sarah Donofrio
- additional resources provided by the Rutgers University Writing Program
- *The Theory Toolbox: Critical Concepts for the Humanities, Arts, and Social Sciences*, Nealon and Giroux
- “The Death of the Author,” Roland Barthes (excerpts)
- “What Is an Author,” Michel Foucault (excerpts)
- “Criticism and Meaning,” Catherine Belsey
- “There is No Unmarked Woman,” Deborah Tannen
- “Trick Mirror: Reflections on Self-Delusion,” Jia Tolentino
- Foucault for Beginners
- “Panopticon Letters,” Jeremy Bentham
- “Panopticism,” Michel Foucault (excerpts)
- “Introduction from *The Cultural Resistance Reader*,” Stephen Duncombe
- “The Jeaning of America,” John Fiske
- “Why Johnny Can’t Dissent,” Thomas Frank
- *One Flew Over the Cuckoo’s Nest*, Ken Kesey
- *Handmaid’s Tale*, Margaret Atwood
- *Barbie*, dir. Greta Gerwig
- *The Truman Show*, dir. Peter Weir
- *Dirty Harry*, dir. Don Seigel
- *Exit Through the Gift Shop*, dir. Banksy
- *Paris is Burning*, dir. Jennie Livingston
- *Common Sense Education* (www.common sense.org)
- *Turnitin.com* (www.turnitin.com)
- Google Classroom (set up per educator for each course)

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Honors College Writing* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Honors College Writing* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Honors College English Expository Writing* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Honors College Writing* Curriculum by the *Honors College Writing* Instructional Team:

Semester I Unit I: Reading as a Writer-Reflective Essay	
Unit Summary	
In this unit, students will learn to identify different types of texts in relation to their purpose and audience. They will reflect on their experiences as readers and adapt drafting strategies to make their own writing more effective. The culminating assignment for Unit I is a reflective essay in response to an assigned reading in which students are expected to demonstrate a sophisticated understanding of the form and rhetorical strategies of the assigned text.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state and national standards outlined below, and established by governing agencies and authorities, will guide instruction throughout the first semester of <i>Honors College Writing</i> :	
<ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> <ul style="list-style-type: none"> ○ Reading: RI.CR.11-12.1, RI.CI.11-12.2 RI.IT.11-12.3, RI.TS.11-12.4, RI.PP.11-12.5 ○ Writing: W.IW.11.12.1, W.IW.11-12.2, W.NW.11-12.3, W.WP.11-12.4, W.RW.11-12.7 ○ Speaking and Listening: SL.PE.11-12.1, SL.ES.11-12.3, SL.PI.11-12.4, SL.AS.11-12.6 ○ Language: L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VLI.11-12.4 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.1C.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What happens when one considers writing as a process rather than a product? ● What are the expectations of a writer in a college course? ● What is the relationship between reading and writing? ● How can heuristics aid both reading and writing? ● How might reading different types of texts inform one's own writing practice? 	<ul style="list-style-type: none"> ● Students will understand that writing is a tool for thought, and that the drafting process is crucial in formulating independent, critical ideas. ● Students will adjust to the demands of the course through regimented reading and writing processes and apply the strategies learned in class in their independent practice. ● Students will realize the relationship between close reading and strong writing, and will strengthen critical analysis skills through thorough and specific note-taking. ● Heuristics are tools that dampen the impulse to jump to conclusions and help students slow down, pay attention, and be more critical about what a text says and means. Heuristics also encourage students to use writing as a tool for thinking through practices such as summary, paraphrase and Notice and Focus. ● Students learn, through practice with reading, discussion, and rereading, to understand challenging texts. Assigned readings serve as models and as maps for how writers proceed, why, and to what effect.
Evidence of Learning	

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Peer Reviews/Conferences • Rutgers Notes • Text Inquiry Activity • Collaborative activities • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • First Day writing sample (Benchmark) • Summer Reading Analysis • Rough Draft • Final Draft (Benchmark) 	Resources Needed: <ul style="list-style-type: none"> • “The Future of Originals” by Alexander Provan • “Why Kids Need Dirt and Danger” by Matti Friedman • “Small Change” by Malcolm Gladwell • “Why Italian” by Jhumpa Lahiri • Google Classroom • <i>Turnitin.com</i> • Student generated drafts
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Semester I Unit II: Joining the Conversation-Educational Reform	
Unit Summary	
<p>In this unit, students will learn productive and responsible ways to engage the ideas of others while developing an understanding about complex issues. Students will practice evaluating and responding to sources critically and will learn to use evidence thoughtfully and in service of developing their own arguments and areas of inquiry. The summative assessment in Unit II is an argumentative essay on educational reform. Students will synthesize their understanding of multiple assigned texts and contribute to an ongoing conversation about the issue. Students will demonstrate an understanding of using sources and will practice, in particular, analysis, synthesis, summary, paraphrase and the incorporation of quotations.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state and national standards outlined below, and established by governing agencies and authorities, will guide instruction throughout the first semester of <i>Honors College Writing</i>:</p> <ul style="list-style-type: none"> • <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> <ul style="list-style-type: none"> ○ Reading: RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3 RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6, RI.CT.11-12.8 ○ Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4. W.WR.11-12.5 W.SE.11-12.6. W.RW.11-12.7 ○ Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2. SL.ES.11-12.3. SL.PI.11-12.4. SL.UM.11-12.5, SL.AS.11-12.6 ○ Language: L.SS.11-12.1, L.KL.11-12.2, L.LV.11-12.3, L.VI.11-12.4 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryCA.2a, 6.1.12.Econ.GE.3.a, 6.1.12.HistoryCA.14.c • <i>2020 New Jersey Student Learning Standards: Math</i> <ul style="list-style-type: none"> ○ S.ID.9. S.IC.1 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1. 8.1.12.IC.3, 8.2.12.EC.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1. 9.4.12.CI.3. 9.4.12.CT.1. 9.4.12.CT.2. 9.4.12.DC.7. 9.4.12.IML.2 9.4.12.IML.7 9.4.12.IML.8 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What happens when one considers writing as a process rather than a product? • What are the expectations of a writer in a college course? • What is the relationship between reading and writing? • How can heuristics aid both reading and writing? 	<ul style="list-style-type: none"> • Students will understand that writing is a tool for thought, and that the drafting process is crucial in formulating independent, critical ideas. • Students will adjust to the demands of the course through regimented reading and writing processes and apply the strategies learned in class in their independent practice. • Students will realize the relationship between close reading and strong writing, and will strengthen critical analysis skills through thorough, specific note-taking. • Heuristics are tools that dampen the impulse to jump to conclusions and help students slow down, pay attention, and be more critical about what a text says

<ul style="list-style-type: none"> • How does a writer effectively use sources to support an argument? • What is a writers' forum? • *What is intersectionality and how is it important as both a concept and strategy in analytic writing? • *How do seemingly objective facts and processes of documentation affect the course of history? 	<p>and means. Heuristics also encourage students to use writing as a tool for thinking through practices such as summary, paraphrase and Notice and Focus.</p> <ul style="list-style-type: none"> • Students demonstrate the thoughtful selection and analysis of meaningful passages from the reading paying close attention to summarizing, paraphrasing, and incorporating quotations. • Students understand that writers are always in conversation with other writers. • *Intersectionality is a recognition that social categories such as race, gender, and class are interconnected and create overlapping and interconnected forms of discrimination or disadvantage. College writing requires a recognition of overlapping concepts, with a concentration on the new systems of meaning that the connections create. Thus, an exploration of intersectionality in the readings via synthesis in the writing process marries content and methodology and increases depth of understanding. • *The selected readings for the course will expose students to the ways understandings, particularly cultural understandings, are shaped by systemic forces and in order to be a critical, discerning citizen, one must be aware of the rhetorical nature of communication and media.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Peer reviews/Conferences • Rutgers Notes • Collaborative activities • Forum analysis activity • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Rough Drafts- Argument Essay on Educational Reform • Final Drafts- Argument Essay on Educational Reform • Benchmark Mind Maps • Benchmark Seminar Discussion 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • "What is Education For?" by Danielle Allen • "Indigenous Knowledge is Often Overlooked in Education. But it Has a Lot to Teach Us," by Helen Thomas • "Introduction from <i>The New Education</i>" by Cathy Davidson • "What Americans Keep Ignoring About Finland's School Success" by Amy Partanen • "Do Schools Kill Creativity?" by Ken Robinson • "Teaching with Love" by bell hooks • Selected student papers to demonstrate and correct errors, or as models of strong writing • Google Classroom • <i>Turnitin.com</i>
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Semester I Unit III: Exploring Complexities

Unit Summary

In Unit III, students will consider the form and structure of written prose while also exploring the ways that images, videos, recorded sound and other types of media can enrich the reader's experience and convey ideas to a general audience. Students will demonstrate mastery of these skills by analyzing the interplay of ideas from assigned texts and then apply those analytical skills to a student-selected source about a topic of personal interest. Students will create a visual representation of the complex arguments and areas of inquiry in their selected source that takes multiple perspectives into account and meaningfully contextualizes the topic. This analysis will serve as a foundation for the final semester project.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state and national standards outlined below, and established by governing agencies and authorities, will guide instruction throughout the first semester of *Honors College Writing*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*

- Reading: RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6, RI.CT.11-12.8
- Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6
- Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
- Language: L.SS.11-12.1, L.KL.11-12.2, L.LV.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.2.a, 6.1.12.EconGE.3.a, 6.1.12.HistoryCC.3.a, 6.1.12.GeoHE.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.GeoHE.14.a, 6.1.12.HistoryCA.14.c, 6.1.12.CivicsPD.16.a, 6.1.12.GeoHE.16.a, 6.1.12.EconNE.16.b, 6.2.12.HistoryCC.5.e, 6.2.12.CivicsPI.6
- *2020 New Jersey Student Learning Standards: Health and Physical Education*
 - 2.1.12.SSH.3, 2.2.12.LF.7, 2.3.12.PS.8, 2.3.12.PS.9
- *2020 New Jersey Student Learning Standards: Math*
 - S.ID.9, S.IC.1
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.NI.3, 8.1.12.IC.1, 8.2.12.ITH.3, 8.2.12.EC.3, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12.EG.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.DC.4, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.IML.7, 9.4.12.IML.8

Unit Essential Questions

- What happens when one considers writing as a process rather than a product?
- What are the expectations of a writer in a college course?
- What is the relationship between reading and writing?
- How can heuristics aid both reading and writing?
- What is the relationship between research and writing?
- What are different ways of presenting information?
- *What is intersectionality and how is it important as both a concept and strategy in analytic writing?
- *How do seemingly objective facts and processes of documentation affect the course of history?

Unit Enduring Understandings

- Students will understand that writing is a tool for thought, and that the drafting process is crucial in formulating independent, critical ideas.
- Students will adjust to the demands of the course through regimented reading and writing processes and apply the strategies learned in class in their independent practice.
- Students will realize the relationship between close reading and strong writing, and will strengthen critical analysis skills through thorough, specific note-taking.
- Heuristics are tools that dampen the impulse to jump to conclusions and help students slow down, pay attention, and be more critical about what a text says and means. Heuristics also encourage students to use writing as a tool for thinking through practices such as summary, paraphrase and Notice and Focus.
- Students develop as researchers through guided and independent work. Students acquire habits that support learning, among them paying attention, questioning, exploring, persisting, and reflecting.
- Students will use argument maps to graphically demonstrate the development of an argument enriching both the argument as well as the reader experience.
- *Intersectionality is a recognition that social categories such as race, gender, and class are interconnected and create overlapping and interconnected forms of discrimination or disadvantage. Expository writing requires a recognition of overlapping concepts, with a concentration on the new systems of meaning that the connections create. Thus, an exploration of intersectionality in the readings via synthesis in the writing process marries content and methodology and increases depth of understanding.
- *The selected readings for the course will expose students to the ways understandings, particularly cultural understandings, are shaped by systemic forces and in order to be a critical, discerning citizen, one must be aware of the rhetorical nature of communication and media.

Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Peer reviews/conferences • Rutgers Notes • Collaborative activities • Planning an Outline activity • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Summative Argument Map • Class Debate Assessment • Rough Drafts • Final Drafts 	Resources Needed: <ul style="list-style-type: none"> • “Debatable” episode, <i>Radiolab</i> Podcast • “BA.5: What do you Need to Know” by Sarah Donofrio • Selected student papers to demonstrate and correct errors, or as models of strong writing • Student identified and selected research as per chosen topic • Google Classroom • <i>Turnitin.com</i>
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Semester I
Unit IV: Asking a Meaningful Question

Unit Summary

In Unit IV, students will practice the strategies and habits of successful writers, including drafting, revising, and responding to feedback. Learners will develop perseverance and resilience in the face of challenging writing tasks and approach those challenges as members of a community of writers. In the culminating project of Semester I, students will propose and explore a question they want to think about carefully before graduating high school. They will conduct independent research and identify multiple sources that address the area of inquiry. Students will present their findings in a composition that incorporates images, video, and other media.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state and national standards outlined below, and established by governing agencies and authorities, will guide instruction throughout the first semester of *Honors College Writing*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Reading: RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6, RI.CT.11-12.8
 - Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6
 - Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
 - Language: L.SS.11-12.1, L.KL.11-12.2, L.LV.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.2.a, 6.1.12.EconGE.3.a, 6.1.12.HistoryCC.3.a, 6.1.12.GeoHE.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.GeoHE.14.a, 6.1.12.HistoryCA.14.c, 6.1.12.CivicsPD.16.a, 6.1.12.GeoHE.16.a, 6.1.12.EconNE.16.b, 6.2.12.HistoryCC.5.e, 6.2.12.CivicsPI.6
- *2020 New Jersey Student Learning Standards: Health and Physical Education*
 - 2.1.12.SSH.3, 2.2.12.LF.7, 2.3.12.PS.8, 2.3.12.PS.9
- *2020 New Jersey Student Learning Standards: Math*
 - S.ID.9, S.IC.1
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.NI.3, 8.1.12.IC.1, 8.2.12.ITH.3, 8.2.12.EC.3, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12.EG.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.DC.4, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.IML.7, 9.4.12.IML.8

Unit Essential Questions

- What happens when one considers writing as a process rather than a product?
- What are the expectations of a writer in a college course?

Unit Enduring Understandings

- Students will understand that writing is a tool for thought, and that the drafting process is crucial in formulating independent, critical ideas.
- Students will adjust to the demands of the course through regimented reading and writing processes and apply the strategies learned in class in their independent practice.

<ul style="list-style-type: none"> • What is the relationship between reading and writing? • How can heuristics aid both reading and writing? • What is the relationship between research and writing? • *What is intersectionality and how is it important as both a concept and strategy in analytic writing? • *How do seemingly objective facts and processes of documentation affect the course of history? • *How can media be used to support writing? • How can writing be a demonstration of agency? 	<ul style="list-style-type: none"> • Students will realize the relationship between close reading and strong writing, and will strengthen critical analysis skills through thorough, specific note-taking. • Heuristics are tools that dampen the impulse to jump to conclusions and help students slow down, pay attention, and be more critical about what a text says and means. Heuristics also encourage students to use writing as a tool for thinking through practices such as summary, paraphrase and Notice and Focus. • Students develop as researchers through guided and independent work. Students acquire habits that support learning, among them paying attention, questioning, exploring, persisting, and reflecting. • *Intersectionality is a recognition that social categories such as race, gender, and class are interconnected and create overlapping and interconnected forms of discrimination or disadvantage. Expository writing requires a recognition of overlapping concepts, with a concentration on the new systems of meaning that the connections create. Thus, an exploration of intersectionality in the readings via synthesis in the writing process marries content and methodology and increases depth of understanding. • *The selected readings for the course will expose students to the ways understandings, particularly cultural understandings, are shaped by systemic forces and in order to be a critical, discerning citizen, one must be aware of the rhetorical nature of communication and media. • *Digital platform publishing with the inclusion of multimedia can access new audiences and enrich reader experiences. • Students write about problems, questions, or puzzles that arise from genuine engagement with sources. In response to readings and research, students seek to express their own thoughts.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Peer reviews/Conferences • Multimodal formatting option activity • Flash Talk prep activity • Publication prep activity • Project Reflection activity • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Rough Drafts • Final Draft: Multimodal Formatting • Flash Talk 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Student-selected sources • Selected student papers to demonstrate and correct errors, or as models of strong writing • Google Classroom • Canva resources • <i>Turnitin.com</i>
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**Semester II
Unit I: Disorientation, “What Do You Mean?”**

Unit Summary

In this unit, students will be introduced to a new set of problems and questions to consider when reading or viewing any kind of text. Specifically, they will learn to apply the language and methods of the discursive practice of textual criticism, develop a working knowledge of strategies and genres of cultural analysis and argument, gain a sense of how context shapes the production and reception of text; that is, they will recognize that “truth” is a social construction, and that culture shapes meaning, dictates textual forms, and determines the conventions of reading and interpretation, appreciate how context shapes the production and reception of text and question the role of the author as a source of power over meaning and will consider the nature of language as a system of symbols and signs.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state and national standards outlined below, and established by governing agencies and authorities, will guide instruction throughout the first semester of *Honors College Writing*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Reading: RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RI.PP.11-12.5, RI.MF.11-12.6, RI.AA.11-12.7, RI.CT.11-12.8
 - Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
 - Language: L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.2.a, 6.1.12.EconNE.3.a, 6.1.12.HistoryCC.3.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12.EG.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.IML.7, 9.4.12.IML.8

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What is theory and what does it reveal about the ways meaning is made? ● *How do we deal with the fact that "everything is suspect"? ● *What questions can we ask about things we always thought were "natural fact"? 	<ul style="list-style-type: none"> ● Theory is a critical stance that aims to open up, rather than close down, the possibility for meaning by recognizing the presence and make-up of the contexts in which we make meaning. ● *Students gain intellectual and cultural capital when they are open to the possibility that many of the things we know are not by accident, and that ideas that have become entrenched often take quite a bit of uncomfortable work to dislodge. ● *Rather than relying on "right/wrong," a more helpful set of questions concerns power structures--who benefits from this set of ideas? Who is left out? What forces are at work on me in order to make me accept this as true or right?

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Reader responses ● Quizzes ● Small projects/discussions ● Semiotic presentations ● Digital Citizenship Lesson ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Response papers ● Semiotics Presentations (Benchmark) ● Cut Up Projects ● Seminar Discussion 	<ul style="list-style-type: none"> ● <i>The Truman Show</i> dir. Joe Weir ● "Author/ity," <i>Theory Toolbox</i> (Chapter 2) ● "The Death of the Author," Roland Barthes (excerpts) ● "What Is an Author," Michel Foucault (excerpts) ● "Reading," <i>Theory Toolbox</i> (Chapter 3) ● Semiotics and Ads, Tutorial Link and Questions ● Appendix A, Brief Introduction to Saussure and Semiotics and Lexicon List ● "Criticism and Meaning," Catherine Belsey ● Teacher selected articles, links ● Google Classroom resources ● <i>Turnitin.com</i> ● <i>Common Sense Education</i>

Semester II

Unit II: Subjectivity, "Prison of the Self"

Unit Summary

In this unit, students will consider the forces at play on the notion of their "individuality," including how gender and time and space are non-neutral contexts in which identities are forged and performed. Building off of previous units, they will

continue to apply the language and methods of the discursive practice of textual criticism, develop a working knowledge of strategies and genres of cultural analysis and argument, gain a sense of how context shapes the production and reception of text; that is, they will recognize that “truth” is a social construction, and that culture shapes meaning, dictates textual forms, and determines the conventions of reading and interpretation, appreciate how context shapes the production and reception of text.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state and national standards outlined below, and established by governing agencies and authorities, will guide instruction throughout the first semester of *Honors College Writing*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Reading: RI.CR.11-12.1, RL.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RIAA.11-12.7, RI.CT.11-12.8
 - Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
 - Language: L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.2.a, 6.1.12.HistoryCa.2.a, 6.1.12.EconGE.3.a, 6.1.12.HistoryCC.3.a, 6.1.12.HistoryUP.5.a, 6.1.12.HistorySE.14.b, 6.1.12.CivicsPD.16.a
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.2.12prof.Re8a, 1.3B.12prof.Cn11a, 1.4.12prof.Cn11a, 1.5.12prof.Cn11a
- *2020 New Jersey Student Learning Standards: Math*
 - S.ID.9, S.IC.1
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.NI.3, 8.1.12.IC.1, 8.1.12.IC.3, 8.2.12.ITH.1, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12.EG.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.IML.7, 9.4.12.IML.8

Unit Essential Questions

Unit Enduring Understandings

- What is the difference between a "self" and a "subject"?
- *How are subjects socially and culturally constructed and what is the role of the social institution in this process?
- *How are we influenced by notions of difference?
- *How do subjectivity and difference impact individual experience?
- What is Panopticism and how is it powerful?

- While each person retains a unique set of characteristics, we all belong to multiple identity categories in which characteristics have “always/already” been assigned meanings.
- *Language and institutions construct identity categories; as we adapt socially, we participate in these structures and either adopt or reject the meanings they entail. Though we may try to avoid these meanings, we cannot ever escape them.
- *Difference is a fundamental concept in identity formation. Recognizing that differences only have socially assigned meanings and not essential ones help students recognize the power structures that are at work on them as social subjects.
- *Identity categories have recently gained social and political regard; understanding a category such as gender as fluid, or a spectrum, rather than a fixed category is more widely recognized. It is important to consider individual experiences with social categorizations, such as transgender, in order to address the real ramifications of theoretical notions.
- Panopticism, when the few watch the many, creates subjects who internalize discipline via the fear of being watched. It is powerful because it is ideological--it is a form of control that does not need to rely on repressive mechanisms, but simply on the arrangement of bodies in space.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Reader responses
- Quizzes

Benchmark & Summative Assessments:

- Response papers
- *One Flew Over the Cuckoo’s Nest*

Resources Needed:

- *One Flew Over the Cuckoo’s Nest*, Ken Kesey
- “Subjectivity,” *Theory Toolbox* (Chapter 4)
- “Differences,” *Theory Toolbox* (Chapter 9)
- “There is No Unmarked Woman,” Deborah

<ul style="list-style-type: none"> • Small projects/discussions • Individual student check-ins with teacher 	<ul style="list-style-type: none"> • Seminar discussion • Gendered Ad Presentations • Subjectivity Presentations 	<ul style="list-style-type: none"> • Tannen • “Trick Mirror: Reflections on Self-Delusion,” Jia Tolentino (pgs. 77-85) • “Space/Time,” <i>Theory Toolbox</i> (Chapter 8) • Foucault for Beginners • “Panopticon Letters,” Jeremy Bentham • “Panopticism,” Michel Foucault (excerpts) • Teacher selected articles, links • Google Classroom resources • Turnitin.com
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Semester II
Unit III: Ideology, “How I Learned to Be Good”

Unit Summary

In this unit, students will recognize the larger contextual forces at work by shifting focus to how those forces are hidden or mystified so as to appear natural and not constructed. They will continue to expand their understanding of textuality and examine the world as a text. The culminating assignment for the ideology unit would be participating in a multimodal symposium analyzing both course provided texts and supplemental student sources.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state and national standards outlined below, and established by governing agencies and authorities, will guide instruction throughout the first semester of *Honors College Writing*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Reading: RI.CR.11-12.1, RL.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RIAA.11-12.7, RI.CT.11-12.8
 - Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
 - Language: L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryUP.2.c, 6.1.12.HistorySE.2.a, 6.1.12.HistoryCa.2.a, 6.1.12.EconGE.3.a, 6.1.12.HistoryCC.3.a, 6.1.12.CivicsDP.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.HistorySE.14.b, 6.1.12.CivicsPD.16.a
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.2.12prof.Re8a, 1.3B.12prof.Cn11a, 1.4.12prof.Cn11a, 1.5.12prof.Cn11a
- *2020 New Jersey Student Learning Standards: Math*
 - S.ID.9, S.IC.1
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.NI.3, 8.1.12.IC.1, 8.1.12.IC.3, 8.2.12.ITH.1, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12.EG.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.IML.7, 9.4.12.IML.8

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • How is ideology perpetuated in a culture? • *How is ideology subverted in a culture? • *What are our societies' ruling ideologies regarding crime, criminality, and discipline? • *How does race factor into ideological readings of crime? 	<ul style="list-style-type: none"> • When people willingly accept their subject positions and perform them in socially-sanctioned ways, they are perpetuating ideology. Movies and television are one of the strongest dispensers of this form of ideology. • *Only when one recognizes ideology as a construct as opposed to “common sense” and notices mystification, can one begin the process of ideological critique. • *A plethora of contemporary cinematic representations of crime rely on assumptions about the nature of justice as equivalent to vengeance, an unproblematic relationship between law and order, and easy identification of and clear differences between the “good guy” and “bad guy.” • *Because ideology mystifies explanations for social problems, discussions of
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systemic racism often get obscured. Ideological critique is necessary in order to reveal and dismantle systems of oppression and the criminalization of black and brown bodies.		
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Reader responses ● Quizzes ● Small projects/discussions ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Response papers ● <i>Handmaid's Tale</i> Art Gallery Symposium ● <i>Barbie</i> Seminar Discussion 	Resources Needed: <ul style="list-style-type: none"> ● “Ideology,” <i>Theory Toolbox</i> (Chapter 6) ● <i>The Handmaid's Tale</i>, Margaret Atwood ● <i>Dirty Harry</i>, Don Seigel ● <i>Barbie</i>, Greta Gerwig ● Teacher selected articles, links ● student selected art, readings, articles ● Google Classroom resources ● <i>Turnitin.com</i>

Semester II Unit IV: Agency, “Resist! (If you Can)”	
Unit Summary	
<p>In this unit, students will celebrate the power that remains even when considering all of the constraining forces of theory. The culminating message is not a loss of hope that we are prisoners to context, but that becoming aware of the limits of our own individuality and power arms us with the possibility to “do something” about those constraining forces. The final semester experience is a collaborative exploration of a historical moment of resistance through the lens of course texts. Students will then explore the relevance of such resistance movements as a means of exploring contemporary culture.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state and national standards outlined below, and established by governing agencies and authorities, will guide instruction throughout the first semester of <i>Honors College Writing</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> <ul style="list-style-type: none"> ○ Reading: RI.CR.11-12.1, RL.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, RI.TS.11-12.4, RL.PP.11-12.5, RI.PP.11-12.5, RL.MF.11-12.6, RI.MF.11-12.6, RIAA.11-12.7, RI.CT.11-12.8 ○ Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7 ○ Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6 ○ Language: L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryUP.2.c, 6.1.12.HistorySE.2.a, 6.1.12.HistoryCa.2.a, 6.1.12.EconGE.3.a, 6.1.12.HistoryCC.3.a, 6.1.12.CivicsDP.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.HistorySE.14.b, 6.1.12.CivicsPD.16.a ● <i>2020 New Jersey Student Learning Standards: Visual and Performing Arts</i> <ul style="list-style-type: none"> ○ 1.2.12prof.Re8a, 1.3B.12prof.Cn11a, 1.4.12prof.Cn11a, 1.5.12prof.Cn11a ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.NI.3, 8.1.12.IC.1, 8.1.12.IC.3, 8.2.12.ITH.1, 8.2.12.EC.1 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.1.12.EG.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.DC.7, 9.4.12.IML.2, 9.4.12.IML.7, 9.4.12.IML.8 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How are social subjects constrained? ● *How are social subjects enabled? ● *How can students recognize and enact agency in today’s 	<ul style="list-style-type: none"> ● Every social space contains a set of constraining forces. There is no place we can go to escape context, and no way to avoid the sets of meanings that have been assigned to those contexts before we arrived. ● *Even in these constraining contexts, we have “response-ability.” The presence of a context and socially constructed meanings does not also determine how we might react to such contexts and meanings. Studying theory and learning to recognize these

<p>digital world? ● *To what extent is cultural resistance a form of agency?</p>	<p>constraints even further empowers students to respond in empowering ways. ● *Students can pay attention to their digital footprint and choose to respond to digital contexts in ways that promote a thoughtful, proactive legacy. ● *Cultural resistance is a reaction against culture with culture. Subordinate groups reclaim or rebrand aspects of culture in order to carve out spaces for power and freedom. In this regard, cultural resistance is a useful form of Agency in so far as it promotes creation. However, when subverted culture is then re-appropriated by dominant forces, subordinate agency is beholden to hegemonic structures.</p>	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Classwork ● Reader responses ● Quizzes ● Small Projects/ discussions ● Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Agency Graphic Organizers ● Documentary Seminar Discussion ● Agency Presentations 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● “Agency,” <i>Theory Toolbox</i> (Chapter 13) ● “Introduction to <i>The Cultural Resistance Reader</i>,” Stephen Duncombe ● “The Jeaning of America,” John Fiske ● “Why Johnny Can’t Dissent,” Thomas Frank ● <i>Exit Through the Giftshop</i>, Banksy ● <i>Paris is Burning</i>, Jennie Livingston ● Student selected Agency Project research materials ● www.common sense media.org

Section X: Unit Reflection

The *Honors College Writing* instructional team must confer upon the completion of each instructional unit in the *Honors College Writing* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Honors College Writing* curriculum.

Unit Reflection Form: Honors College English Expository Writing			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			

Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome

- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core focus of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)