



ANSONIA PUBLIC SCHOOLS

UB Composition and Rhetoric

(ENGLISH 101 Academic Writing University of Bridgeport) (Grade 12)

Courtesy · **P**ride · **P**erseverance · **C**ooperation

Chargers Promoting Positive Change

The mission of AHS is to prepare all students to reach their potential by teaching them the knowledge, skills and behaviors necessary for academic, civic, and social success. Students will be college and career ready in the ever-changing technological world of the 21st century by meeting high expectations, engaging in authentic problem solving, and utilizing critical thinking.

Academic Expectations

- Apply critical thinking skills to solve problems
- Access, evaluate, apply, and communicate information and ideas through writing, speaking, and effective use of technology
- Read effectively for a variety of purposes
- Work independently, reflectively, and/or collaboratively to accomplish goals

Civic Expectation

- Demonstrate service to the school and community

Social Expectation

- Demonstrate respect for self, others, and property within our school community

[Ansonia's Vision of a Graduate](#)

Content Area: English	Course: TBD
Vision of Graduate: • Communication & Collaborator • Critical Thinking • Life Long Learner • Responsible Citizen	Standards for English Language Arts 1. Reading: Text complexity and the growth of comprehension 2. Writing: Text types, responding to reading, and research 3. Speaking and Listening: Flexible communication and collaboration 4. Language: Conventions, effective use, and vocabulary
Unit Titles	
Unit 1: Narrative/Descriptive (3 weeks)	
Unit 2: Writing Narrative/Descriptive Essay (4 weeks)	
Unit 3: Reading & Responding/Reflection (6 weeks)	
Unit 4: Compare and Contrast (6 weeks)	
Unit 5: Cause-Effect Research Paper (8 weeks)	

Course Overview:
Composition and Rhetoric (ENGLISH 101 Academic Writing University of Bridgeport) A college freshman-level composition course which stresses college level reading and writing proficiency. Students may opt to be dually enrolled at the University of Bridgeport, and successful completion of this course grants 3 college credits for ENGLISH 101 Academic Writing at the University of Bridgeport. This course covers techniques for clear and effective college-level writing and requires students to write multiple essays which should adhere to standard essay formats with an introduction, including a clear thesis; body paragraphs, which advance the thesis and clearly focus on the topic sentences; transitions from point to point; and insightful conclusions. The goal of the course is to improve writing ability and to sharpen reading and critical thinking skills. Instruction focuses on the best ways to approach different types of college writing assignments. Students will study and practice the fundamentals of academic discourse, including essay organization and development, analysis, research techniques, documentation, and critical evaluation of academic writing. Grammar and word mechanics will also be reviewed to ensure that students communicate successfully in various tasks. <i>Fulfills English IV Requirement</i> Prerequisite: English III and teacher recommendation

Unit 1: Narrative/Descriptive

Priority Standards:	Supporting Standards:
W11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W11-12.3B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. RI 11-12.4 Determine the meaning of words and phrases as they are used in a 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.	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. W11-12.3D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. L 11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Big Ideas	Essential Questions
• An author's specific word choice can affect the meaning and tone of a text and can deepen a reader's connection to a scene or moment.	• How do I write, speak and present effectively? • How and where can the use of concrete words, figures of speech, and descriptive language assist in conveying the experience?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Analyze how descriptive language, imagery, and figurative language enhance meaning and engage readers.
- Distinguish between “showing” and “telling” techniques in narrative and informational writing.
- Evaluate how dialogue contributes to characterization, plot development, and reader understanding.
- Apply effective dialogue conventions and grammatical rules in original writing.
- Critique and assess the effectiveness of college essays based on originality, descriptive language, organization, and author voice.

Unit 2: Writing Narrative/Descriptive Essay (4 weeks)

Priority Standards:	Supporting Standards:
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. W 11-12.3D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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. W11-12.3A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. L 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Big Ideas	Essential Questions
• Good writers use a range of strategies for drafting, revising, editing, and proofreading written work.	• How do I write, speak and present effectively? • Why is it appropriate to employ the principles of the writing process? • How does the audience influence written content? • How do writers develop a voice that is appropriate for their purpose? • How and where can the use of concrete words, figures of speech, and descriptive language assist in conveying the experience? • How can I show, not tell my best character traits in my college essay?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Analyze and respond effectively to college essay prompts and writing tasks.
- Generate, organize, and develop ideas through brainstorming and pre-writing strategies.
- Compose clear, engaging narratives that use effective structure, details, and reflection.
- Revise and refine writing through conferencing, editing, and multiple drafts.
- Apply grammar and language conventions, including parallel structure, subject-verb agreement, sentence variety, and precise word usage.

Unit 3: Reading & Responding/Reflection (6 weeks)

Priority Standards:	Supporting Standards:
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. W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W11-12.2B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to audience's knowledge of the topic. W11-12.5 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	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. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. SL11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Big Ideas	Essential Questions
• Writing can be used to explore, memorialize, and reflect one's life experiences	• How can writing reflect ourselves, our community, our country and our world? • How can critiquing another writer's work help me improve as a writer? • How can I engage my reader? • How can I effectively persuade others? • How has technology changed the way we express ourselves in writing?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Analyze and evaluate authors' arguments, perspectives, and rhetorical choices in nonfiction texts.
- Reflect critically on social issues and support insights with evidence from texts, media, and class discussions.
- Compose clear, organized reflective and analytical writing for a specific purpose and audience.
- Provide and apply constructive feedback through the peer editing and revision process.
- Assess personal growth as a reader and writer by evaluating strengths, challenges, and learning experiences.

Unit 4: Compare & Contrast (6 weeks)

Priority Standards:	Supporting Standards:
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. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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. 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. L.11-12.6 Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Big Ideas	Essential Questions
• Writing can be developed and strengthened as needed by planning, revising, editing, and rewriting for a specific audience and purpose.	• Why is it important to avoid plagiarism? How do I give writers credit? • How can a writer develop a paper appropriate to task, purpose, and audience? • How can using graphic organizers to compare and contrast two subjects, two objects, or two texts help me to organize and comprehend information I am discussing/writing? • How do I use compare/contrast transitions to organize my ideas? • How can my introduction grab the reader's attention?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	

- Paraphrase information accurately by rewording, reorganizing, and rewriting ideas while maintaining original meaning.
- Apply proper in-text citation techniques to integrate and credit sources effectively.
- Analyze and compare authors' writing styles, tone, diction, humor, satire, and use of literary devices.
- Identify and create effective hooks and introductions that engage readers and establish purpose.
- Provide constructive feedback and revise writing through the peer editing process using established criteria.

Unit 5: Cause-Effect Research Paper (8 weeks)

Priority Standards:	Supporting Standards:
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. 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. W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 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. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W11-12.1A 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. L 11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Big Ideas	Essential Questions

• Language and content vary depending on audience and purpose. • Research must come from a reputable source. • Problems have both causes and effects.	• How do I distinguish between a cause and an effect? • How do MLA and APA formats differ? • How do I create a strong beginning and ending? • How can I elaborate on direct and indirect quotations? • How does one evaluate sources to determine validity and reliability when using informational texts? • How does one formulate the References page? • How do I integrate a direct or indirect quotation into a paragraph?
AHS Expectations	
• Access, evaluate, apply and communicate information and ideas through writing, speaking and effective use of technology. • Read effectively for a variety of purposes. • Work independently, reflectively, and/or collaboratively to accomplish goals.	
Skills (I will be able to...)	
• Compare and contrast the features, purposes, and conventions of MLA and APA formatting styles. • Identify and analyze cause-and-effect relationships in a variety of texts and scenarios. • Conduct focused research to investigate the causes and effects of a selected topic. • Develop and support ideas with relevant examples, illustrations, and evidence. • Organize information logically to explain complex relationships between causes and outcomes.	

