



Course Syllabus

Franklin High School		2020-2021	
DIRECTIONS: For each course, complete the syllabus and share with your evaluating/supervising administrator as a pdf ("File-download-PDF document") by 9/28/20 . Syllabi will be posted on the FHS website under your name for the public to view.			
Course Overview			
NOTE: For core classes, all elements of this section (except for name and contact information) are the same.			
Course Title: College Writing			
Instructor Name: Tatone	Contact Info: jtatone@pps.net		
Grade Level(s): 12			
Credit Type: (i.e. "science", "elective") English	# of credits per semester:1		
Prerequisites (if applicable): English 5-6			
<p>General Course Description: Welcome to College Writing. Essentially, this class is all about the college essay. Why learn how to write a college essay? Because writing essays—writing into specific topics you want to know more about—makes you into a stronger thinker. And when you're a stronger thinker, you're a stronger life liver: When you're empowered to think with greater depth and openness, you're empowered to live the life you want to live. Your mind is the portal through which your life, and thereby the lives of those around you, may be transformed. As your teacher, I will do my best to inspire you to use your mind in ways that you've never before considered, and to tap into potentials you haven't yet brought forth. We will work with themes of love, fear, social justice, courage, interconnectedness and change.</p> <p>Objectives: Ideally, by the end of this school year, you will understand how to incorporate and seamlessly integrate the views and ideas of authors and other professionals into various essay formats so that your thesis is strong, supported, trustworthy and convincing. You will understand the demand for clear, specific and coherent writing. You will understand how to find, cite and document credible research sources. You will understand how to examine an argument from multiple perspectives. You will understand how to purposefully focus your writing for an intended audience. You will understand how to elevate your critical consciousness for exploring the world of</p>			



<p>information and media in which we exist. You will further deepen and refine your critical thinking and analytical skills so that you are better able to examine personal and sociocultural issues from various angles. And, finally, you will understand the critical relationship between thinking well and writing well, and you will find that writing well supports your life in myriad ways.</p>		
<p><u>Prioritized National/State Standards:</u> Reading (informational text) and writing standards: W.1-W.10 / R.1-R.10 / SL.1-SL.6.</p>		
<p>Course Details</p>		
<p><i>Learning Expectations</i></p>		
<p>Materials/Texts: Journal, pen and access to computer/wi-fi</p> <p>Course Content Outcome Guide: The complete Course Content Outcome Guide (CCOG) for this course is available online (see link below). http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=WR&course=121</p>		
<p>Week:</p>	<p>In Class:</p>	<p>Homework or Assignments:</p>
<p>Unit One</p>	<p>Introduction to self-awareness, critical consciousness & robust love as an essential foundation for education, social justice and growth. Accepting and grounding in the unknown with hope and love.</p>	<p>Various written reflections and collaborative creative activities related to the concepts at left.</p> <p>Exploration into personal life stories and cultural heritages involving storytelling and poetry.</p>
<p>Unit One</p>	<p>Analysis of various nonfiction articles that provide both models for personal essay writing and also concepts relevant to the challenges and hopes of 21st century life.</p>	<p>Written syntheses of each nonfiction article/informational text, including textual evidence.</p> <p>Establish understanding of: crafting strong thesis statements, creating clarity of voice, sustaining multiple points of view</p>

		<p>and integrating credible research seamlessly.</p> <p>College App. Personal Essay rough draft DUE Oct. 2 final draft DUE Oct. 30</p>
Unit Two	<p>Introduction to concepts of personal and collective agency, empowerment, and the power in sustaining multiple perspectives at once.</p> <p>Continued exploration in the various aspects of the self and how the self is situated in and across broader sociocultural contexts, particularly as these concepts pertain to social justice and love.</p>	<p>Various written reflections and collaborative creative writing activities related to the concepts at left. Exploration into personal life stories and cultural heritages.</p> <p>Continue to establish understanding of: crafting strong thesis statements, creating clarity of voice, sustaining multiple points of view and integrating credible research seamlessly.</p> <p>Also: Various scaffolded activities to prepare for crafting research essays.</p> <p>Argumentative-Persuasive Essay rough draft DUE Nov. 20 final draft DUE</p>
Unit Two	<p>Continued and deepened exploration of above concepts through the contemplation of a varied collection of nonfiction articles and informational text; inquiry into social justice issues that students are most passionate about.</p> <p>Critical reflection around identity construction and</p>	<p>Written syntheses of each article students explore, including textual evidence.</p> <p>Continue to establish understanding of: crafting strong thesis statements, creating clarity of voice, sustaining multiple points of view and integrating credible research seamlessly.</p>

	<p>maintenance, pressures to conformity, establishment and perpetuation of norms, and embodying multiple identities and sustaining contradiction.</p> <p>Return to reflect on concepts that we started the year with.</p>	<p>Also: Various scaffolded activities to prepare for crafting research essays.</p> <p>Also: continuation of above (C2)</p> <p>Critical Analysis Essay rough draft DUE Jan. 8 final draft DUE Jan. 29</p>
<p>Assessment of Progress and Achievement: Reading what students write will provide me with the most regular evidence of their learning experience. The majority of student writing will receive edits, feedback and opportunities for revision. Additional revision will offer opportunity for continued growth and progress.</p>		
<p>Progress Reports/Report Cards (what a grade means): Grades will act as both evidence of participation and engagement (formative) and also as evidence of growth and progress (via the completion of multiple drafts of essays, for example).</p>		
<p>Career Related Learning Experience (CRLEs) and Essential Skills: College writing supports student in acquiring professional writing and critical thinking skills that could be beneficial to a variety of career paths.</p>		
<p>Communication with Parent/Guardian</p>		
<p>What methods are used to communicate curriculum, successes, concerns, etc.? Curriculum plans and expectations are shared through online meetings. Successes are praised in online meetings, as well as via one on one conversations and individual feedback on student work. Concerns are shared through one on one conversations.</p>		
<p>Personal Statement and other needed info</p>		
<p>I believe in providing a rich and meaningful experience for all of my students; this is why I design my lessons to offer opportunities for honoring the multitude of voices, stories and needs of all students in the room. This belief shapes my pedagogy, supporting me in sustaining a mindset of fluidity, flexibility, openness and educational designs and opportunities. Thus, I maintain awareness around and support for the vast</p>		

diversity of perspectives, backgrounds and needs that play a key role in our shared educational experiences.	
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