

**New Mexico School for the Arts and Central New Mexico Community College
English 1101/English IV**

Curriculum Alignment for Granting High School Credit

CNM Course: English 1101 College Writing

Equivalent NMSA Course Credit: English IV

Course Reviewer: Eric Crites (NM Level III Teaching Licensure with Endorsement in English Language Arts, grades 5-12)

Rationale for Granting Credit:

The course description, learning outcomes, and course requirements (including readings and assignments) for CNM's English 1101 College Writing course substantially align to and meet the requirements of the Common Core State Standards for Language Arts in grades 11-12. A student who successfully completes the CNM English 1101 course will have substantially the same rigorous preparation for college and career in the standards of English language arts (including reading, writing, speaking & listening, and language) as a student who completes NMSA's English IV course.

Submitted to NMSA Governing Council on 9/16/2020.

_____ Approved

_____ Not Approved

English 1101 College Writing
Sections: 52, 67, 68
Central New Mexico Community College

Instructor: Jennifer Givhan	Email: jgivhan@cnm.edu
Online Office Hours: MW 10 am – 12 pm	Blackboard IM: jgivhan
CNM Learn: Jennifer Givhan	Phone: 714-928-6562

Prerequisites:

Credit in IRW 980 ,or Accuplacer Sentence Skills=85-109 and combined Accuplacer Sentence Skills and Reading Skills of 165+, or ACT=between 16 and 22, or SAT=between 330 and 450. **Failure to meet a prerequisite (or corequisite) may result in offending students being dropped from the class at any time during the term.**

Course Description:

English 1101 is a course in text-based essay composition. Assignments include critical reading, summary and analytical writing, and synthesis. English 1101 is an expository writing course with readings designed to provide topics for discussion and writing and to improve students' accurate use of language. The course emphasizes learning how to organize and support ideas clearly, fully, and interestingly in written form. Students review English grammar, usage, and punctuation in the context of college writing.

To pass the course with a D or better, students must turn in all required essays and take the final exam, although passing the final exam in itself does not guarantee that students will pass the course.

Although a D is a passing grade and may be accepted by some CNM departments and other New Mexico schools, the CNM Communications, Humanities, and Social Sciences Department (CHSS) strongly recommends retaking English 1101 if your final grade is a D. A final grade of C or better in English 1101 indicates the student is reading and writing at the college level and is prepared to take English 1102. A final grade of C or better in English 1102 also shows readiness for upper division courses upon transfer to a four-year college.

LEARNING OUTCOMES:

1. Students will analyze and evaluate college level texts in terms of situation, audience, purpose, aesthetics, and diverse points of view.
2. Students will express a primary purpose and organize supporting points logically and use rhetorical strategies to engage, inform, and/or persuade.
3. Students will employ composing processes such as planning, collaborating, organizing, revising, and editing to create documents using correct diction, syntax, grammar, and mechanics.

4. Students will correctly and ethically integrate and cite resources to support the primary purpose in college level written work.

COURSE REQUIREMENTS:

- Students can expect to write four complete essays and compile a final portfolio. One of the essays will be a research paper for which students will integrate several sources and use formal documentation.
- Students can expect to participate in workshop activities that may include peer review.
- Students can expect to complete other assignments such as reading comprehension quizzes, writing short response essays, small group work, free writing, revisions, conferences with instructor, and a library tour.
- Students must complete all out-of-class reading and writing assignments on schedule.
- It is a Communications, Humanities and Social Sciences (CHSS) policy that all courses require final evaluations.

Note: Because we frequently read and discuss our work in class, please do not write anything for class assignments that you would not want others to read.

English 1101 Online is not a self-paced course; students must complete all weekly reading and writing assignments on schedule. In this class, students will turn in three short essays based on the course readings, a research paper that you revise, and a final reflection. The research paper will require that you integrate your ideas and quotes from multiple sources, including sources from the library. Students will also do shorter assignments including Discussion Board postings, and electronic grammar and research exercises. Students must complete all assigned work in order to pass the course.

Required Materials:

- *English 1101 and 1102 OER*, available at this link: <https://mind.cnm.edu/miles/engoer/>
- Any good, up-to-date, desk edition of a college dictionary, for example The American Heritage, Random House, or Webster's New Collegiate.
- Flash drives for saving documents.
- Pen and Paper.
- A current MyCNM account.

Technical skills requirements

You don't have to be a computer expert to take an online class; however, you do need some familiarity with computers and web browsing. You also need to have the patience to troubleshoot any problems that arise.

To do well in an online course, you should be comfortable with the following:

- Using a web browser (Mozilla Firefox or Google Chrome, for example).
- Using a standard word processor (for example, Microsoft Word).
- Sending email.

- Attaching documents.
- Downloading and installing software like Java.

While it is recommended that you be patient enough to troubleshoot on your own, sometimes a situation arises when a student will need outside technical help.

For 24 hour technical support, call Embanet at 1-888-560-4927 or visit <https://embanet.frontlinesvc.com/app/home/p/67>. For additional support you can contact the CNM ITS Service Desk at 1-505-224-4357, Monday through Friday from 7:30am until 8:00pm (MST)

You should also develop certain traits by participating in an online course:

- **Self-discipline:** set aside specific times each week to read the textbook, do discussions, take quizzes, and prepare assignments.
- **Self-motivation:** Read the material within each learning module to ensure you understand the concepts presented and what is expected in the assignments you complete. Check your assignments against the rubrics and request clarification in a timely manner for aspects of the assignment you don't understand. Do not wait until the last minute.
- **Participation:** You must be an active, involved and independent learner. Your comments, questions, and answers are valuable in making the class feel like a community and in making you feel more like a member. Answers to questions can come from the instructor and other students. Read your course syllabus thoroughly, and review it from time to time.
- **Persistence:** Keep working on improving your writing throughout the entire semester. Make notes on areas where you have questions or need help and actively seek out the answers from your classmates and instructor. Give yourself plenty of time to complete your assignments.
- **Patience:** Be patient with yourself. Allow extra time as needed to master any course content or any new technical skills that may be unfamiliar to you. Be patient with others in the class, too, and be considerate in your comments and emails. When you send email or place a comment on Discussions, remember that there is a person on the other side. If you disagree with someone, don't "flame" him or her by lashing out in words. It is all right to disagree, but it is not all right to get belligerent. You wouldn't start yelling at someone in a face-to-face course (in email, using all caps for emphasis is equivalent to shouting. You don't need exclamation points either); the same rules of etiquette apply in an online classroom. Others cannot see that you are smiling when you make a sarcastic remark, or that you are angered by someone's statement. Write your messages carefully so that they clearly convey your meaning and consideration of others.

Required Work and Grading Scale:

- Students must complete all assigned work in order to pass the course. Students are expected to keep a hard copy backup of every score earned.
- Late work may not be graded, but all assignments must still be turned in.
- Late rough drafts will not be graded.
- If you cannot complete the coursework and want to avoid a failing grade, it is your responsibility to drop the course by the last day for students to withdraw. Course grades are based on participation in discussions, homework exercises, the three major essays, and the final.

Students must complete all assigned work, including the final reflection, in order to pass the course (although this does not guarantee that a student will pass).

Coursework	Points
Essays	600
Discussions	120
Blogs	130
Journals	60
Quizzes	50
Scavenger Hunt	40
Short Writing Assignments	20
Final Exam	100
Total	1120

Course Grade	Total Percent
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Attendance:

Once again, English 1101 Online is not a self-paced course. Students enrolled for credit are expected to “attend” electronically every week (the course requires approximately 5-10 hours of work per week). Students who miss discussions and assignments for a total of two weeks may be dropped from the class.

EMERGENCY CLOSURE STATEMENT FOR FINAL: *There is no emergency closure statement for an online class. If there is a campus closure due to inclement weather, it will not impact DL classes.*

Late Work:

With the exception of final drafts of essays, no assignment will be accepted for a grade after the day they are due. Final drafts of essays must be turned in on the date due, or they will be downgraded 10% per day late, including weekends. (Contact instructor if there is a serious reason for this.) **All other assignments, such as quizzes, journals, and peer reviews, cannot be turned in late.**

Zeros are recorded for missing essays, and failure to turn in any essay will very likely mean failing the course.

The Final Reflection cannot be turned in late.

Online Classroom Guidelines

As a member of this class, it is your responsibility to understand and adhere to the CNM codes and policies that govern and prescribe acceptable student behavior. The *Student Code of Conduct* and other policy statements can be found in the CNM Catalog in the “Student Policies and Codes.”

Beyond the *Student Code of Conduct*, any online class you take will adhere to the following rules of netiquette or Internet etiquette:

- Remember there is a person behind each screen name. Be respectful. Do not say anything online you would not say in front of your grandmother.
- Remember the rhetorical context of each method of communication in an online class—public forums vs. private forums.
- Address your peers and instructor with a proper tone in each different forum. This includes assessing whether your tone should be formal/informal.
- Proofread your posts.

Academic Dishonesty Policy:

Students must do their own work and should not let others use their work for any reason. If students copy from other students or written sources (including sources from the Internet) without acknowledging their sources, they are guilty of plagiarism. If students have someone else write or revise assignments or knowingly allow another to copy work, they are guilty of dishonest scholarship (plagiarism). If proven guilty of either offense, a student may receive an F in the course, and the Dean of Students will be contacted to determine additional proper measures to be taken on a case-by-case basis. For further information on CNM’s academic dishonesty policy please go here: <https://www.cnm.edu/depts/dean-of-students/academic-dishonesty>

Format Requirements:

For this class we use MLA format guidelines for all essays, unless I tell you otherwise, which means that all assignments will be:

- Typed, double-spaced, in twelve-point Times New Roman and have one-inch margins.
- Make sure to put your name, the instructor’s name, class title and section number, and date (in that order) on the top left corner of the first page, with your last name and page number in the top right corner of every page.

- It is your responsibility to format your papers. Do not rely on Word to automatically format your paper along MLA guidelines.

Points will be deducted from the assignment's grade for failure to follow these instructions.

Instructor Response Times:

The instructor will be available during online office hours to chat in Blackboard IM. The instructor will reply to all properly sent emails Monday through Friday within 24 hours. Assignments will be graded within a week of being turned in. Late work will take longer than a week for a response.

Special Needs:

Qualified students with special learning needs are encouraged to notify the instructor at the beginning of the class about any specific assistance that may be required to support the student's learning. It is the instructor's intent to assist qualified students with special learning needs by making course modifications that will ensure a successful learning experience for the student.

Students are asked to contact the CNM Disability Resource Center (DRC) office in order for support staff to assist the instructor with course modifications. The Disability Resource Center contact information is: Phone (505) 224-3259 (phone); TTD Line 224-3262; Fax 224-3261. When students are assigned to a support counselor, individual email contact information is also provided.

Veterans and active military personnel with special circumstance are welcome and encouraged to communicate these, in advance if possible, to the instructor. The CNM Veteran Resource Centers offers a host of specialized services of veterans, active military and their family, including but not limited to understanding GI Bill benefits, academic advising, personal counseling, etc. The Veterans Resource Center can be reached by phone at (505) 224-4000 ext 20456. Additional information may be found online: <https://www.cnm.edu/student-resources/veterans>.

Changes:

The syllabus and calendar are subject to change according to the needs of the class. Any changes made will be on Blackboard and through email.

English 1101 Calendar

You should be spending 8-10 hours reading, studying, and writing for English 1101 per week. Make sure to log in at least three to four times per week, and engage actively and respectfully with your classmates and instructor in discussions and assignments.

Week 1:

Week	Date	Readings	Assignments
1	Aug 27-Sept 2	<ul style="list-style-type: none"> ● Syllabus ● Start Here tab and week one learning module ● OER chapters 1, 2, and 12. ● “Making a Marriage Magically Tidy” by Helen Ellis 	<ul style="list-style-type: none"> ● Scavenger Hunt <ul style="list-style-type: none"> ○ Blog ○ Message assignment ○ Practice assignment ○ Syllabus quiz ○ Due Sunday <p>40 points</p>

Week 2:

Week	Date	Readings	Assignments
2	Sept 3-9	<ul style="list-style-type: none"> ● OER: Chapters 3 and 4. ● Read: SB 1-3, linked in CNM Learn ● “Writing Personal Essays: Turning Oneself into a Character” by Philip Lopate, "Difficult Girl" by Lena Dunham and "Us and Them" by David Sedaris, linked in CNM Learn 	<p>These assignments are due by the final day of week two, though you can always turn in homework early:</p> <ul style="list-style-type: none"> ● Subject-Verb Agreement Quiz ● Discussion: Quirky Personas ● Short Writing Assignment: Mining Quirks <p>Due Sunday of week two</p> <p>30 points</p>

Week 3

Week	Date	Readings	Assignments
3	Sept 10-16	<ul style="list-style-type: none">• OER Chapters 4-7 and 11• “Stanley the Magical Talking Squirrel” by Jenny Lawson, linked in CNM Learn• BB: SB4-SB5, modifiers chapter linked in CNM Learn.	<ul style="list-style-type: none">• Modifier Quiz• Discussion: Plot in essays (10 points)• Paragraph summary of major points in one essay we read this week (10 points) <p>Due Sunday of week three</p> <p>30 points</p>

Week 4

Week	Date	Readings	Assignments
4	Sept 17-23	<ul style="list-style-type: none">• OER Chapters 8 and 10 on writing process• OER Chapter 16 on Evaluations• OER Chapter 36 on MLA format	<ul style="list-style-type: none">• Post rough draft of memoir essay to the peer review blog by Friday of week four.• Peer reviews will be due by Sunday night. <p>40 points (peer review blog)</p>

Week 5

Week	Date	Readings	Assignments
5	Sept 24-30	<ul style="list-style-type: none"> • OER Chapter 16 on evaluations • “Slick and Entertaining, <i>It Can’t Match The Horror of Stephen King’s Classic</i>” • “The Scariest, Funnier New <i>It</i> Easily Surpasses Its Predecessor” 	<ul style="list-style-type: none"> • Final draft of memoir essay due by Sunday • Discussion about evaluations due by Sunday <p>110 points (100 for essay + 10 for discussion)</p>

Week 6

Week	Date	Readings	Assignments
6	Oct 1-7	<ul style="list-style-type: none"> • Re-read Chapter 7 for the planning discussion, chapter 8 on thesis statements in preparation for the thesis quiz, and chapter nine on paragraph development. • OER Chapter 25—Argument • "Light and Color" • "Japanese Delights At Izanami Are Good For The Soul" 	<ul style="list-style-type: none"> • A discussion about planning your second essay • A journal where you analyze criteria in a review. • Thesis statement quiz <p>All are due by Sunday.</p> <p>These are worth 30 points</p>

Week 7

Week	Date	Readings	Assignments
7	Oct 8-14	<ul style="list-style-type: none">• OER Chapter 9 on developing paragraphs• OER Chapter 32: Evaluating Sources• BB: P3 Comma Splices and Fused Sentences	<ul style="list-style-type: none">• Quiz on Comma Splices and Fused Sentences• Discussion on evaluating sources• A journal where you grade an example paper. <p>All assignments are due by Sunday night.</p> <p>30 points</p>

Week 8

Week	Date	Readings	Assignments
8	Oct 15-21	<ul style="list-style-type: none">• Re-read MLA Section• OER Chapter 16, Evaluations	<ul style="list-style-type: none">• A journal where your evaluating a website.• Post rough draft of evaluation essay to the peer review blog by Friday of week four. <p>Peer review blog due by Sunday</p> <p>50 points</p>

Week 9

Week	Date	Readings	Assignments
9	Oct 22-28	<ul style="list-style-type: none">• OER Chapter 15: Reports• OER Chapter 30, research questions; Chapter 31, gathering reliable information• Review: OER MLA Chapter 36	<ul style="list-style-type: none">• Final draft of evaluation essay• Discussion about reports <p>185 points (175 for essay + 10 for discussion)</p>

Week 10:

Week	Date	Readings	Assignments
10	Oct 29- Nov 4	<ul style="list-style-type: none"> ● OER Chapter 33, “Compiling and Managing Research” and Chapter 34, “Drafting Your Paper” ● “The Gig Economy” by Eugene L. Meyer 	<ul style="list-style-type: none"> ● Enroll in library research guide tutorial in Blackboard. Instructions are located on the week ten learning module. ● Blog: Propose the topic of your career report in the blog area and search for solid information in the library’s databases (10 points). ● Discussion: short writing assignment--analyze rhetorical situation of a report (10 points). <p>20 points</p>

Week 11

Week	Date	Readings	Assignments
11	Nov 5- 11	<ul style="list-style-type: none"> ● Re-read: OER Chapters 7 and 8 on outlining and developing a thesis ● OER: Chapter 22 Using Interpretation to Develop a Thesis ● Re-read: OER Chapter 36 for in-text citation ● Reference the OWL Purdue Website, linked on CNM Learn. 	<ul style="list-style-type: none"> ● Discussion about outlining paper ● Journal about body paragraphs ● Quiz on MLA In-text Citations <p>All assignments due by Sunday.</p> <p>30 points</p>

Week 12

Week	Date	Readings	Assignments
12	Nov 12-18	<ul style="list-style-type: none"> □ Read: OER Chapter 13 on reflections ● Re-read: MLA Chapter 36 	<ul style="list-style-type: none"> ● Journal: Reflect on peer review and writing process ● Final Draft of essay three due Sunday of week 13 <p>260 points</p>

Week 13

Week	Date	Readings	Assignments
13	Nov 19-25	<ul style="list-style-type: none">• Study for final exam	<ul style="list-style-type: none">• Discussion: class evaluation/reflection of what you've learned <p>Submit all late work by November 25 at 11:59 p.m.; no late work submitted after this date will be accepted. Be sure to get permission from instructor to turn in any late work.</p> <p>20 points</p>

Week 14

Week	Date	Readings	Assignments
14	Nov 26-Dec 2		<p>Final exam due by Dec 2 at 11:59 p.m.</p> <p>100 points</p>

Common Core State Standards: Grades 11-12 English Language Arts

READING: LITERATURE

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.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.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.8

(RL.11-12.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

READING: INFORMATIONAL TEXT

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-LITERACY.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 (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RI.11-12.8

Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

CCSS.ELA-LITERACY.RI.11-12.9

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10

By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

WRITING

Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.W.11-12.2.C

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.W.11-12.2.D

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-LITERACY.W.11-12.2.E

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.2.F

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.11-12.3.A

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.C

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-LITERACY.W.11-12.3.D

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.11-12.3.E

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry

when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

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

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.9.B

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING & LISTENING

Comprehension and Collaboration:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.11-12.1.A

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.11-12.1.B

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-LITERACY.SL.11-12.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 [here](#) for specific expectations.)

LANGUAGE

Conventions of Standard English:

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCSS.ELA-LITERACY.L.11-12.3.A

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.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

CCSS.ELA-LITERACY.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-LITERACY.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.11-12.5.A

Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

CCSS.ELA-LITERACY.L.11-12.5.B

Analyze nuances in the meaning of words with similar denotations.

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately 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.