Syllabus Guideline

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| |  |  |  | | --- | --- | --- | | Curricular Requirement | Evaluation Guideline | Evidence | | Curricular Requirement 1 The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the big ideas throughout the course: Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style. Evaluation Guideline(s) The syllabus must include an outline of course content by unit, theme, genre, or other organizational approach that also demonstrates the inclusion of the big ideas. The big ideas must be explicitly stated in the syllabus. |  |  | | Curricular Requirement 2 The course requires readings with an emphasis on nonfiction readings (e.g., essays, journalism, political writing, science writing, nature writing, autobiographies/biographies, diaries, history, criticism) that are selected to give students opportunities to identify and explain an author’s use of rhetorical strategies and techniques. | The syllabus must include a list of readings or indicate the readings used within each unit of study to demonstrate an emphasis on nonfiction. The majority of texts must be non-fiction. |  | | Curricular Requirement 3 The course provides opportunities for students to develop the skills in Skill Category 1Rhetorical Situation (Reading): Explain how writers’ choices reflect the components of the rhetorical situation. | The syllabus must include a description of an activity, series of activities, or project in which students explain how writers’ choices reflect the components of the rhetorical situation in an assigned text. |  | | Curricular Requirement 4 The course provides opportunities for students to develop the skills in Skill Category Rhetorical Situation (Writing): Make strategic choices in a text to address a rhetorical situation. | The syllabus must include a description of an activity, series of activities, or project in which students make strategic choices in their writing to address a rhetorical situation. |  | | Curricular Requirement 5 The course provides opportunities for students to develop the skills in Skill Category 3Claims and Evidence (Reading): Identify and describe the claims and evidence of an argument. | ) The syllabus must include a description of an activity, series of activities, or project in which students identify and describe the claims and evidence of an argument in an assigned text. |  | | Curricular Requirement 6 The course provides opportunities for students to develop the skills in Skill Category Claims and Evidence (Writing): Analyze evidence in order to develop and refine claims. | The syllabus must include a description of an activity, series of activities, or project in which students analyze evidence in order to develop and refine claims in their writing |  | | Curricular Requirement 7 The course provides opportunities for students to develop the skills in Skill Category 5Reasoning and Organization (Reading): Describe the reasoning, organization, and development of an argument. | The syllabus must include a description of an activity, series of activities, or project in which students describe the reasoning, organization, and development of an argument in an assigned text. |  | | Curricular Requirement 9 The course provides opportunities for students to develop the skills in Skill Category 7 – Style (Reading): Explain how writers’ stylistic choices contribute to the purpose of an argument. | The syllabus must include a description of an activity, series of activities, or project in which students explain how writers’ stylistic choices contribute to the purpose of an argument in an assigned text. |  | | Curricular Requirement 10 The course provides opportunities for students to develop the skills in Skill Category 8 – Style (Writing): Select words and use elements of composition to advance an argument. | Evaluation Guideline(s) The syllabus must include a description of an activity, series of activities, or project in which students select words and use elements of composition in their writing to advance an argument. |  | | Curricular Requirement 11 The course provides opportunities for students to write argumentative essays synthesizing material from a variety of sources. | ) The syllabus must include example prompts for at least one essay assignment in which students take a position on a topic synthesizing information from at least three sources. The assignment must indicate that students are using and documenting sources, at least one of which must be a quantitative or qualitative visual source. |  | | Curricular Requirement 12 The course provides opportunities for students to write essays analyzing authors' rhetorical choices. | The syllabus must include example prompts for at least one essay assignment in which students develop and support a claim about an author's rhetorical choices. |  | | Course Requirement 13 The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with teacher and/or peers. | The syllabus must provide an example of at least one essay assignment where revision is required and include a brief description of the writing process for the essay assignment(s). |  | |  |  |  | |