

StepUp: Introduction to College English Student Workbook

2019-2020

StepUp: Transition to College is a 12th grade transition initiative aimed to helping high school students enter college without the need for remediation. StepUp is offered in collaboration between Westchester Community College (WCC) and five Westchester high schools and is supported by a generous donor through the Westchester Community College Foundation.



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COURSE OUTLINE

Course Description

StepUp: Introduction to College English takes the place of a traditional 12th grade ELA course for high school credit, and is designed for students as a rigorous, project-based course in which students build their writing, research and reading skills in preparation for college level English. The course is designed around the question, “It’s 12th Grade and I have a big decision to make. What should I do next and why?” Students’ earn traditional grades, along with a StepUp score, which can exempt them from the writing placement exam at WCC, allowing them to place into English 101 their first semester of college, upon matriculation at WCC.

Learning Outcomes

By the end of the 12th Grade StepUp Course, students should be able to...

1. Understand and practice skills necessary to succeed beyond high school.
 - a. Demonstrate an understanding of the costs and benefits of a college education.
 - b. Demonstrate an ability to follow a course syllabus and meet deadlines.
 - c. Demonstrate an ability to advocate for needed academic services.
 - d. Demonstrate an understanding of the practical steps necessary to go to college (financial aid, registration, etc.).
 - e. Complete the college application essay.
 - f. Understand and demonstrate a working knowledge of Google Classroom or another learning management system.
 - g. Utilize electronic communication responsibly, effectively and appropriately.
2. Understand and practice writing as a multistage process.
 - a. Use writing for inquiry, learning, thinking, and communicating.
 - b. Develop strategies for planning, gathering, drafting, documenting, revising, editing, and proofreading.
 - c. Give feedback on peers’ works in progress, and act on feedback from peers, teachers and collaborators.
3. Produce texts that present ideas effectively.
 - a. Make writing choices that reflect awareness of audience, subject, context, and intended purpose, adapting voice, tone, level of formality, structure, etc.

- b. Focus on a controlling idea, question or claim.
 - c. Support and fully develop ideas with reasoning and evidence.
 - d. Summarize others' ideas clearly, accurately, and thoroughly.
 - e. Integrate their own ideas with the ideas of others.
 - f. Synthesize information and ideas from multiple sources.
 - g. Organize material to support and clarify ideas.
 - h. Demonstrate control over conventions of writing using standard grammar and mechanics (or depart from these for rhetorical effect).
 - i. Demonstrate proficiency with formatting, paragraphing, structure, and design.
 - j. Understand plagiarism and document where information and ideas come from using an established system such as the MLA or APA format.
4. Practice critical inquiry through active reading and analytical/reflective writing.
- a. Conduct research projects to answer a question (including a self-generated question) or solve a problem.
 - b. Identify and practice how to locate and evaluate sources for credibility and reliability.
 - c. Practice reading strategies such as annotation and note-taking to understand, analyze and evaluate texts. (main idea, supporting details, author's viewpoint, tone, and purpose).
 - d. Produce original responses to readings by drawing on prior knowledge, personal experience, and other associations.
 - e. Demonstrate an ability to understand and utilize contextualized vocabulary.
 - f. Identify, analyze, and evaluate arguments in sources, including claims, reasoning, and evidence, as well as rhetorical and organizational choices.
5. Engage in verbal academic conversations with diverse audiences.
- a. Present information, findings, and supporting evidence clearly, concisely, and logically.
 - b. Adapt speech to a variety of contexts and tasks.
 - c. Initiate and participate in a range of collaborative discussions.

Course Policies

Attendance: In college, professors expect you to arrive on time, prepared, and ready to work. In this class, we will follow this same policy.

Homework: Students will have reading and/or writing homework at least four times a week.

Late work: In college, professors expect work to be handed in on time.

Cell phones: In college, professors will not tolerate use of cell phones except for academic reasons. In this class, we will follow this same policy.

Plagiarism: Plagiarism is a serious academic offense. In college, you can get expelled for plagiarism. Plagiarized papers will earn zero points, and there may be serious repercussions.

Placement Test Waiver: To qualify for a waiver from the placement test at WCC, and place into English 101, you must earn an average of 75 or higher on the writing assignments in Units 1-3. Unit 4 is exempted, along with all other grades (attendance, participation, drafts, etc.) in determining your placement waiver. Placement waivers only apply for students matriculating to WCC; however, the reading and writing exercises in this course are designed to help students build essential skills needed to succeed in any entry-level college English course.

Required Supplies

- Google Drive account
- Composition notebook
- Folder (2 pocket)
- Course packet

Course Outline

Unit 1 – Writing for the College Application

Guiding Questions:

- Why should I go to college?
- How do I apply for college?
- What are my options for college?
- How do I write my college essay?

Assessments: 100 points possible

1.1 -- Letter to Self (20 points)

1.2 -- Resume (30 Points)

1.3 -- Request for Letter of Recommendation (10 points)

1.4 -- College Application Essay (40 points)

Unit 2 – Topic Exploration and Source Analysis

Guiding Questions:

- How can I understand some of the major social issues of our time? How do I determine if a source is reliable and credible? How can I understand what sources are telling me?

Assessments: 100 points possible

- 2.1 – TED Talk Essay (25 points)
- 2.2 -- News Article Essay (25 points)
- 2.3 – .ORG Website Essay (25 points)
- 2.4 -- Research Talk (25 points)

Unit 3 -- Independent Research Project

Guiding Questions:

- What am I interested in knowing more about, or thinking about more deeply?
- What is the significance of this topic for me and my reader?
- How can I find relevant and credible information about my topic?

Assessments: 100 points possible

- 3.1 -- Research Proposal (15 points)
- 3.2 -- Annotated Bibliography (25 points)
- 3.3 -- Research Essay (50 points)
- 3.4 -- Research Fair (10 points)

Unit 4 – Career Research or Literature Exploration Project and Final Reflection

Option A: Career Research Project and Portfolio

Guiding Questions:

- How do I go about choosing a career?
- What steps do I need to take to pursue a career? (Research; job application process; writing resumes and cover letters)
- Reflect on and analyze your own work and identify strengths and areas for improvement

Assessments: 100 points possible

- 4.1 -- Career Research Project (20 points)
- 4.2 -- Revised Resume and Cover Letter (15 points)
- 4.3 -- Revised Letter to Self (15 points)
- 4.4 – Step-Up! Portfolio (50 points)

Option B: Literature Exploration Project

Guiding Questions:

- How can I identify themes in literary works
- How do literary works help us to understand the world?

- In what ways does literature serve a social/political purpose
- Can literature influence society as much as news reporting?

Assessments: 100 points possible

4.1 -- Reading journals (30 points)

4.2 -- Literature essay (30 points)

4.3 -- Literature Fair (20 points)

[Note: Some teachers may choose to incorporate a civic engagement theme into a 4th quarter internship program.]

Contract for StepUp Introduction to College English

Directions: After reading the Course Outline, please check the box, print your full name, and sign in the space provided. Please have your parent / guardian do the same. Return this completed contract to your teacher.

[] I have read and I understand the “Introduction to College-Level English” Course Outline and I will adhere to the policies of the course.

Student Name (print)

Parent/Guardian Name (print)

Student Signature and Date

Parent/Guardian Signature and Date

Parent/Guardian Notification and Consent – Media Waiver

To help increase awareness of WCC’s StepUp: Transition to College program, I give permission for Westchester Community College to use my child’s

- Image or photograph,
- Name,
- High school affiliation, and/or
- Written and/or recorded oral statements made in or about WCC’s StepUp program solely for WCC’s non-commercial purposes, including promotion of the WCC StepUp: Transition to College program, in any manner or media, including the WCC website and printed materials.

[] I CONSENT to the use of my son/daughter's image, name, high school affiliation, and or written or oral statements as described above.

[] I DO NOT CONSENT to the use of my son/daughter's image, name, high school affiliation, and or written or oral statements as described above.

Student Name (print)

Parent/Guardian Name (print)

Student Signature and Date

Parent/Guardian Signature and Date

UNIT 1 – WRITING FOR THE COLLEGE APPLICATION

Introduction and Learning Objectives

In Unit 1 you will explore the many reasons to attend college, and what motivates you personally. You will explore who you are, what you want to do, and learn how to describe your own interests and dreams. With this information in hand, you will be able to prepare an effective college application, including a personal statement, a resume, and a request for a letter of recommendation.

The goals of this unit are for students to be able to:

- Understand the college application process and the components of an application
- Write an effective personal statement for the application

This unit includes four major assignments:

1. Letter to Self (20 points)
2. Resume (30 points)
3. Request for Letter of Recommendation (10 points)
4. College Application Essay (40 points)

Assessment 1.1 Letter to Self

"When I discover who I am, I'll be free." -- Ralph Ellison, Invisible Man

Context: It is the beginning of 12th grade. We will spend a lot of time this year talking about next year and beyond. As we begin this journey, take some time to reflect on who you are, how you've become who you are, and what you would like to accomplish this year, and beyond.

What is the purpose of a Letter to Self? Self-awareness and a sense of purpose are keys to personal fulfillment, happiness and success, and this assignment gives you the opportunity to explore elements of your identity. This letter gives you an opportunity to share with your teacher -- and yourself -- your hopes, dreams, and fears.

What is a Letter to Self? Just as it sounds, it is a letter you write to yourself to describe yourself and your plan for college.

What are the components of a Letter to Self? Your letter should be multi-paragraph and address the following:

- Who you are
- How you've become who you are
- What you'd like to accomplish this year

How will it be evaluated? This assignment is worth 20 points. Points will be deducted for missing components. The Letter will be evaluated using the following rubric.

“Letter to Self” Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Who You Are Have you provided a detailed description of who you are?				
How you became who you are Have you provided background information about you and what shaped you as a person?				
Goals Have you examined your aspirations for this year and beyond?				
Clarity of Written Expression Have you expressed your thoughts and ideas so that they make sense?				

Grade Guide

Letter	StepUp Points	Percentage
A	20	100
	19	95
	18	90
B	17	85
	16	80
C	15	75
	14	70
D	13	65
	12	60
F	11	55

Assessment 1.2 Resume

Context: You are now approaching the end of your journey through high school and your process of preparation for what's next. Are you interested in pursuing a degree in higher education, immediate employment in your chosen field, or service in the military? Whatever you choose, you will ultimately need to share your educational accomplishments, work experience, and skills with others who are interested in your purpose and qualifications.

What is the purpose of a Resume? A resume includes your name and contact information, your education, work experience, skills, interests, and references. Resumes tend to follow standard formats so that the reader can navigate the information easily and tend to be one page in length (until more work experience is gained). Standard formats are the chronological (work experience listed from most recent to earliest) and functional (work and other experience grouped by specialty and skill).

What are the components of a Resume? An effective resume must include:

- Contact information: mailing address, email address, telephone number(s), websites, social media
- Objective: An optional but potentially important section that explains what type of position is being sought.
- Summary: A section of concise statements that provides the employer with a sense of who you are as an individual and your personal attributes / strengths for the position.
- Education: list your most recent educational information first. Include degree earned, area of concentration / major, institution attended, city, state, along with any honors
- Professional experience: Title of position, name of organization, city, state, dates of employment, description of work responsibilities with emphasis on specific skills and achievements (use action verbs)
- Related information: Skills and competencies, leadership experience in volunteer organizations, participation in sports, interests and hobbies

How will it be evaluated? The resume is worth 30 points. Points will be deducted for components that are missing or do not meet standards. Your resume will be evaluated using the following rubric.

Resume Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Content -- Resume contains all the required components				
Format -- Format of resume is clear. Each major section includes required information and is formatted consistently				
Language -- Resume uses clear and concise language, appropriate employment terminology, action verbs, and parallel verb tense and structure				
Correctness No errors that confuse or distract. Author uses word choice, punctuation, and sentence structure effectively				

Grade Guide

Letter	StepUp Points	Percentage
A	30	100
	28	96
	27	90
B	26	86
	24	80
C	23	76
	21	70
D	20	66
	18	60
F	17	56

Assessment 1.3 Request for Letter of Recommendation

Context: The Common Application is not complete without letters of recommendation. Teachers are often willing to write letters of recommendation for students who have demonstrated strength of character and academic promise. However, teachers often receive multiple requests for these letters. One way to ensure that you can obtain letters of recommendation is to formally request these letters in writing and in person.

What is the purpose? You need letters of recommendation for your college application.

What is a Request for a Letter of Recommendation? A request is just what it sounds like. You should write a letter or email to a teacher you know well to formally request a letter of recommendation. You should also ask the teacher in person for the letter of recommendation.

What are the components of the Request for the Letter of Recommendation? Your letter should be multi-paragraph and address the following:

- Who you are
- What courses you took with this teacher
- Why you need the letter (where you are applying)
- Why you chose this teacher (what did you take away from the course, did you like the course, do you feel the teacher knows you well)
- What you would like to do in college/ the future
- When and how you need the letter of recommendation
- How you may be contacted

How will it be evaluated? This assignment is worth 10 points. Points will be deducted for components that are missing or do not meet standards. Your essay will be evaluated according to the following rubric.

Request for Letter of Recommendation Rubric

Criteria	Exceeds/Meets Standards	Approaches Standards
Who You Are Have you provided a detailed description of who you are?		
Your Relationship with the Teacher Have you explained why you chose this professor? Have you provided details about your time in that class and your relationship with that teacher?		
Goals Have you explained your aspirations for this year and beyond?		
Practical Information Have you provided your contact information? Have you identified how and when you need the letter?		
Clarity of Written Expression Have you expressed your thoughts and ideas so that they make sense?		

Grade Guide

Letter	StepUp Points	Percentage
A	10	100
	9	90
B	8	80
C	7	70
D	6	60
F	5	50

Assessment 1.4 College Application Essay

“The great thing in this world is not so much where we stand, as in what direction we are moving.” Oliver Wendell Holmes

Context: The college application essay gives applicants an opportunity to tell their story and “sell” themselves to a college. Writing this essay can be intimidating, but the work we’ve done so far should prepare you well. You’ve spent several weeks examining who you are as a person and student and thinking about your goals and plans. In your Letter to Self, you reflected on your past and set some goals. In your resume, you took stock of your unique set of experiences and skills. Now, in this culminating assignment, you will write an essay that draws upon all this previous work.

What is the purpose? Beyond its role in the application process, writing this essay allows you to reflect on, and communicate, your story--your sense of who you are and how you fit into the wider world. It is a chance to be creative and experiment with different ways of thinking about yourself and what you have to offer.

What is a College Application Essay? This essay will provide you with an opportunity to reflect on and write about a belief or insight, important moment, or important relationship and how this shaped you.

What are the components of a College Application Essay? There are many ways to approach a college application essay, but typically, essays follow one or more of three formats:

- Personal Statement: Focuses on a *belief or insight* about life that is important to the writer.
- Personal Narrative: Focuses on an important *moment*.
- Personal Memoir: Focuses on an important *relationship* between the writer and a person, place, or object.

Once you have chosen a format, tell a story about you. Be specific. Tell the story of events in your life that have helped shape who you are. Think of your own experience and tell of the things you know that no one else knows. Your story need not be heart-warming or gut-wrenching—it can even be funny—but it should be real. Make sure your story ties to the essence of your daily life philosophy and the shaping of who you are.

How will it be evaluated? The College Application essay is worth 40 points. Points will be deducted for components that are missing or do not meet standards. Your essay will be evaluated using the following rubric.

College Application Essay Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Purpose <ul style="list-style-type: none"> Establishes a significant, compelling connection between a belief, moment or relationship and how this shaped who you are 				
Format <ul style="list-style-type: none"> Uses one of three formats consistently (Statement, Narrative, Memoir) 				
Development <ul style="list-style-type: none"> Uses narrative techniques, (e.g., dialogue, vivid language, specific examples) to support the purpose 				
Organization <ul style="list-style-type: none"> Uses a variety of rhetorical techniques to sequence events that build on one another to create a coherent whole. Provides a conclusion that reflects on the essay's purpose 				
Correctness <ul style="list-style-type: none"> No errors that confuse or distract. Author uses word choice, punctuation, and sentence structure effectively 				

Grade Guide

Letter	StepUp Points	Percentage
A	40	100
	38	95
	36	90
B	34	85
	32	80
C	30	75
	28	70
D	26	65
	24	60
F	24	55

UNIT 2 – TOPIC EXPLORATION & SOURCE ANALYSIS

Introduction and Learning Objectives

Unit 2 is designed to help you learn how to work closely with documents from a variety of sources including TED Talks, News articles, and nonprofit (.org) sites. You will have an opportunity to read about several topics of importance to our society that will help you deepen your understanding of current social issues. You will learn how to read and analyze these sources and will also practice summarizing the content. The assignments for this unit include a review essay about a TED Talk you will watch on one of the topics discussed in class, a news article review, and finally a review of an article from a website whose work addresses the social topic you are researching. The final component of the unit is the Research Talk where you will let your creativity shine as you present what you learned about a topic and how you learned it (what each source contributed to your knowledge).

Some of the questions you will answer include:

- What is research?
- What are credible sources and references?
- How can I understand what the sources are telling me?
- How do I incorporate a quote into my text and cite it properly?

The goals of this unit are for students to be able to:

- Identify relevant and credible sources
- Summarize and analyze sources
- Cite sources using MLA or APA format
- Synthesize their learning and present their findings to their colleagues

This unit includes four major assignments:

1. TED Talk Essay (25 points)
2. News Article Essay (25 points)
3. .ORG Essay (25 points)
4. Research Talk (25 points)

As you work on these assignments, you will practice the following skills:

- Evaluating the credibility of a source/author
- Summarizing, Paraphrasing and Quoting
 - Incorporating quotes into text
 - How to select a good quote (topic, length, etc.)
 - How to incorporate a quote using the Quotation Sandwich method (Introduction, Citation, Explanation)
- Responding to a text (See They Say I Say templates)
 - How to analyze a text
 - What types of evidence does the writer use to build his/her point?
 - Who is the writer's audience?
 - What does the writer want the audience to know/do/ think about?
 - What is the writer's claim?

- How does this text connect to other sources?
 - In-text citations (MLA 8)
 - Works Cited Page (MLA 8)
 - Presentation Tips

Selected Recommended Readings:

Bridging Differences

“The ‘Other Side’ Is Not Dumb” by Sean Blanda

“A Tax System Stacked against the 99 Percent” by Joseph E. Stiglitz

Is College the Best Option?

“Two Years are Better Than Four,” by Liz Addison

Are We in a Race Against the Machine?

“How I Learned to Love Snapchat,” by Jenna Wortham

“Go Ahead Waste Time on the Internet” by Kenneth Goldsmith

What’s Gender Got to Do with It?

“Teaching Men to Be Emotionally Honest,” by Andrew Reiner

What’s There to Eat?

“Why Don’t Convenience Stores Sell Better Food?” by Olga Khazan

“Don’t Blame the Eater” by David Zinczenko

Assessment 2.1 TED Talk Essay

Context: In this course you will learn about academic research—its goals, methods, and values. The first assignment in this unit asks you to simply get to know what academic research looks, and feels, like. The TED Talk format is a great introduction to how researchers present information clearly and concisely.

What is the purpose? Writers and researchers don't get ideas from nowhere. They get ideas from reading and writing, from following the work of others. To help you get started generating ideas and figuring out what sorts of research appeal to you, we will begin by watching, and writing about, research talks.

What are the steps?

1. Find a TED Talk that interests you, on a topic related to one of the class readings. Listen to the talk a couple of times and read through the transcript. Read through the short biography of the speaker.
2. Take notes on the following:
 - Who is the speaker and what is motivating him or her to speak on this topic?
 - What is the general topic of the TED Talk?
 - What is the speaker's main point (what is the speaker saying about the topic)?
 - What is the question that the speaker is trying to answer?
 - What does the speaker want the audience to know/do/ think about?

What are the required components?

The essay should be 2 pages, typed and double spaced. Use signal phrases to introduce the title, author and date of the TED Talk. Write a draft that summarizes the main points made in the talk, and includes the following:

- Introduction: Introduces the title, author, and date of the talk using signal phrases
- Summary: Describe the general topic of the talk and the speaker's main points. What does the speaker want the audience to think/do/feel?
- Evaluation: Describe the author's authority (credibility) on the topic and motivation for the talk. What types of evidence does the speaker use to build his/her point?
- Response: Respond to the speaker's claim (Use templates from *They Say / I Say* to agree or disagree, or both, for example: Although ----, x claims---- because ----).

Finally, gather your observations into a formal essay.

How will the TED Talk Essay be evaluated?

The TED Talk essay is worth 25 points. Points will be deducted for missing components. The essay will be assessed using the following rubric.

TED Talk Essay Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Introduction <ul style="list-style-type: none"> • Introduces the title, author, and date of the talk using signal phrases • Describes the general topic of the talk 				
Summary <ul style="list-style-type: none"> • Describes the speaker’s main points • Describes what the speaker wants the audience to think/do/feel 				
Evaluation <ul style="list-style-type: none"> • Describes the author’s authority on the topic (credibility) and motivation for the talk • What types of evidence does the speaker use to build his/her point? 				
Response <ul style="list-style-type: none"> • Responds to the speaker’s claim (Use templates from <i>They Say / I Say</i> to agree or disagree, or both, for example: Although ----, x claims---- because ----). 				
Organization & Correctness <ul style="list-style-type: none"> • Uses paragraphs to organize ideas • No errors that confuse or distract. Author uses word choice, punctuation, and sentence structure effectively 				
Citation Format <ul style="list-style-type: none"> • Writer uses MLA or APA format for in-text citations and Works Cited or References section 				

Grade Guide

Letter	StepUp Points	Percentage
A	25	100
	24	96
	23	92
B	22	88
	21	84
	20	80
C	19	76
	18	72
D	17	68
	16	64
	15	60
F	14	56

Assessment 2.2 News Article Essay

Context: The TED Talk essay gave you a jumping-off point. Now, you will deepen your understanding by finding and analyzing a news article on the same issue or question.

What is the purpose? Becoming familiar with credible journalistic sources will give you a foundation for your work as a researcher in this project and your future college work. In addition, for this essay we will learn and practice skills to help you become a college level reader.

What is a News Article Essay? In this essay, you will present a summary and analysis of a news article. Find an article from one of the news sources in the list below that you think is interesting, on a topic related to the research talk – an article that helps you understand the topic and question of the research talk better.

Recommended Sources: New York Times, The Atlantic, Huffington Post, Slate, National Geographic, Rolling Stone, NPR.org, The Nation, The Guardian, Everyday Feminism, Daily Beast, Washington Post, Al Jazeera, Mother Jones, National Review, The Wall Street Journal, Politico.

What are the required components?

The essay should be 2 pages, typed and double spaced. Use signal phrases to introduce the title, author and date of the TED Talk. Write a draft that summarizes the main points made in the talk, and includes the following:

- Introduction: Introduces the title, author, container, and date using signal phrases
- Summary: Describe the general topic of the talk and the speaker's main points. What does the speaker want the audience to think/do/feel? Use at least one quote to show the main idea.
- Evaluation: Describe the author's authority (credibility) on the topic and motivation for the talk. What types of evidence does the speaker use to build his/her point? Include more quotes to support your evaluation.
- Response: Respond to the author's claim or specific points raised. Use templates from *They Say / I Say* to agree or disagree, or both, for example: Although ----, x claims---- because ----). How does the article enlarge / develop your understanding of the topic from the TED Talk?

Use in-text citations for direct quotes and information that is paraphrased from the article. Create a Works Cited or References listing at the end of the page.

How will it be evaluated? The News Article essay is worth 25 points. Points will be deducted for missing components. The essay will be assessed using the following rubric.

Rubric for News Article Essay

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Introduction <ul style="list-style-type: none"> Introduces the title, author, and date of the talk using signal phrases 				
Summary <ul style="list-style-type: none"> Writer identifies and explains the main points of the article What does the writer want the audience to think/do/feel? Use at least one quote to show the main idea. 				
Quotations <ul style="list-style-type: none"> Writer uses at least 2 quotes from the selected article Writer uses a Quotation Sandwich for each quote (Introduce, Cite, Explain) 				
Evaluation <ul style="list-style-type: none"> Describes the author’s authority (credibility) on the topic and motivation for the talk. What types of evidence does the writer use to build his/her point? Writer connects the article to the TED Talk 				
Response Responds to the author’s claim (Use templates from <i>They Say / I Say</i> to agree or disagree, or both, for example: Although ----, x claims---- because ----).				
Organization and Correctness <ul style="list-style-type: none"> Writer uses paragraphs to organize ideas No errors that confuse or distract. Author uses word choice, punctuation, and sentence structure effectively 				
Citation Format <ul style="list-style-type: none"> Writer uses MLA or APA format for in-text citations and Works Cited or References section 				

Grade Guide

Letter	StepUp Points	Percentage	Letter	StepUp Points	Percentage
A	25	100	D	17	68
	24	96		16	64
	23	92		15	60
B	22	88	F	14	56
	21	84			
	20	80			
C	19	76			
	18	72			

Assessment 2.3 .ORG Website Essay

Context: You found a “talk” that sparked your interest in a topic. You read a news article that gave you more information on that topic. Now you’ll find a web article—and, specifically, a web article by a nonprofit organization—that offers additional perspective on the topic. Most nonprofits have websites ending in .org.

Why a nonprofit organization? Why not just any website? Most non-profit organizations host websites that provide educational information for the general public about the issues and causes they address. While the organization may take a ‘side’ regarding the issue, it is in their best interest to gain and maintain support to ensure that the information they provide is accurate and credible. For this reason, non-profit websites are good sources of factual information on a topic.

Where can I look for nonprofit .org websites? Here are just a few nonprofits with good websites—but don’t feel limited to these examples.

Pew Research Center	NAACP	National Resources Defense Council	Union of Concerned Scientists
US Chamber of Commerce	Bill & Melinda Gates Foundation	Southern Poverty Law Center	Audubon

What is the purpose? Becoming familiar with the kinds of information available on websites will allow you to evaluate the topic more thoroughly and understand the issues and solutions. You will be able to compare how a talk, a news report, a .org website present similar information and learn how to detect bias and evaluate credibility.

What is a .ORG Essay? In this essay, you will present a summary and analysis of at least one informational article from a website that relates to your topic. You will explore the strength of the information, the attitudes of the organization, and how the information is presented (prose, tables and graphs, photos, etc.).

What are the required components?

Write a 2-page essay on the main ideas of the article on the website. Include the following components:

- Introduction: Begin by stating the article/webpage title, author if any, and container name.
- Summary: Summarize the article/page and explain the main ideas. Use at least one quote to illustrate the main idea.
- Evaluation: Discuss the claims and types of evidence used to support the claim or main points. Use additional quotes to support your points. Evaluate the strength of the information and attitudes of the organization.
- Response: Respond to the article (e.g. agree, disagree, with specific points) and explain. How does the information enlarge / develop your understanding of the topic from the TED Talk and news article?

Use in-text citations (either MLA or APA format) for information from the website. Create a Works Cited (or References) listing at the end of the page.

How will it be evaluated? The .ORG essay is worth 25 points. Points will be deducted for missing components. The essay will be assessed using the following rubric.

.ORG Article Essay Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Introduction <ul style="list-style-type: none"> Writer introduces the title and author of the article/webpage, the container name and publication date. 				
Summary <ul style="list-style-type: none"> Writer summarizes the article/page and explains the main ideas. Writer uses at least one quote to illustrate the main idea. 				
Evaluation <ul style="list-style-type: none"> Writer discusses the types of evidence used to support the claim or main points. Uses additional quotes to support main points. Evaluates the strength of the information and attitudes of the organization. 				
Response <ul style="list-style-type: none"> Writer responds to article’s main points, using TSIS templates. Writer makes connections to TED Talk and news article. 				
Organization and Correctness <ul style="list-style-type: none"> Essay is written using logical paragraphs and sentences that are mostly correct, with occasional errors that do not interfere with understanding. 				
Citation Format <ul style="list-style-type: none"> Writer uses MLA or APA format for citations for in-text citations and Works Cited (References). 				

Grade Guide

Letter	StepUp Points	Percentage
A	25	100
	24	96
	23	92
B	22	88
	21	84
	20	80
C	19	76
	18	72
D	17	68
	16	64
	15	60
F	14	56

Assessment 2.4 Research Talk

“Build a house (don’t fill a box)”

Context: Now that you have analyzed three sources on a particular topic and drawn some (tentative) conclusions, you have the opportunity to share what you have learned with a wider audience. Many professional researchers do this by giving “talks,” which are somewhat, but not totally, formal presentations given to other researchers and interested members of the public. Each of you will share your research findings in a **5-minute talk**, in the simple but powerful style of a [TED talk](#).

What is a research talk? A talk is a genre of presentation in which an expert (in this case, you) stands in front an audience to discuss an idea. With TED Talks in particular, the expert attempts to “wow” the audience--backing each of their points, but never overloading the audience with excess detail. Overall, a talk should be suggestive, thought provoking, and eye-catching and brief--not exhaustive or overlong. Remember: a talk is not the same as an essay so don’t just read from your notes!

Why do a talk? A talk is an opportunity to share your ideas with a live audience. It is a way of testing out those ideas, to learn about how others react to them--feedback you can use to further refine your ideas and how you present them. A talk also challenges you to express your ideas in a different way, in speech rather than writing, an exercise that forces you to better understand those ideas yourself. A talk is also a way of celebrating what you have done, by sharing it with others who will appreciate and applaud it.

What are the required components?

You will share your research findings in a 5 – 7 minute talk using PowerPoint slides. The objective is to talk about how the three research sources all helped you to understand your topic better. This is an opportunity to not just tell what you found in your research (fill the box), but to explain how your research developed your thinking (build a house).

- Introduction: Introduce the titles, authors, containers and dates of the sources you researched.
- Summary: Summarize the main points of each source. What did you learn? What did the sources contain that helped you learn?
- Respond: Respond to the sources (e.g. agree, disagree, with specific points) and explain.
 - What surprised you about your research?
 - How did the sources help you to understand your topic better?
 - How did they connect?
 - How did this research enlarge / develop your understanding of the topic from the TED Talk?
 - Why is this topic important to you and the world?

Use in-text citations for direct quotes and information that is paraphrased from the sources. Create a Works Cited or References listing at the end of the presentation.

How will it be evaluated? The Research Talk is worth 25 points. Points will be deducted for missing components. The talk will be assessed using the following rubric. In addition, your fellow students will give you feedback about whether they understood your talk and the main point, and whether your presentation held their interest.

Research Talk Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Presentation <ul style="list-style-type: none"> You are prepared, have practiced, and give your talk as scheduled You present using support materials (e.g. PowerPoint slides), make eye contact with audience, and project your voice (<i>don't just read from your paper</i>) 				
Summary <ul style="list-style-type: none"> You present what you learned and describe how you learned it. You summarize the main points of each source and explain what the sources contain that helped you learn 				
Response <ul style="list-style-type: none"> You respond to the sources (e.g. agree, disagree, with specific points) and explain why. You address the questions: What surprised you about your research? How did the sources help you to understand your topic better? How did they connect? How did this research enlarge / develop your understanding of the topic? Why is this topic important to you and the world? 				
Correctness <ul style="list-style-type: none"> Presentation is clear, concise and has only occasional errors that do not interfere with understanding 				
Citation Format <ul style="list-style-type: none"> You use MLA or APA format to cite all direct quotes or paraphrased sections 				

Grade Guide

Letter	StepUp Points	Percentage
A	25	100
	24	96
	23	92
B	22	88
	21	84
	20	80

Letter	StepUp Points	Percentage
C	19	76
	18	72
D	17	68
	16	64
	15	60
F	14	56

UNIT 3 – INDEPENDENT RESEARCH PROJECT

Introduction & Learning Objectives

Now that you have learned how to identify and analyze source material, you are ready to do some fully independent research, on a topic and question that you come up with yourself. Using your sources, you will create your own original answer to the question you have posed, sharing your perspective in a final essay. The goals of this unit are for students to be able to:

- Demonstrate understanding of writing as a multistage process
 - Develop strategies for pre-writing, composing, revising, editing and proofreading
 - Produce texts that present ideas effectively
- Focus on a controlling idea or question
 - Support ideas with reasoning and evidence
 - Summarize others' ideas clearly, accurately, and thoroughly
 - Integrate their own ideas with the ideas of others
 - Synthesize information and ideas from multiple sources
 - Organize ideas to clarify and support a controlling idea or question
- Use appropriate research methods
 - Develop and refine a research topic and question
 - Evaluate the credibility and reliability of sources
 - Identify, analyze, and evaluate arguments in sources
 - Document where information and ideas come from using MLA or APA style

This unit includes four major assignments:

1. Research Proposal (15 points)
2. Annotated Bibliography (25 points)
3. Research Essay (50 points)
4. Research Fair (10 points)

Assessment 3.1 Research Proposal

Context: We have spent time discussing possible research topics and questions. Now you will settle on a topic and question and write a research proposal that explains your topic choice and outlines your research plan.

What is a Research Proposal? A research proposal is exactly what it sounds like: a proposal to do research. Just like you would carefully think through your reasons before you, say, buy a car or pursue a career, so too should you carefully think through your research topic and question before you propose to spend the next couple of weeks researching and writing about it.

Why Write a Research Proposal? The goal of a research proposal is to convince readers that you have a good basic understanding of your topic, and that your topic and questions are broad enough for you to find information, but narrow enough for you to address in a research essay. The proposal must express the clear goals for this project, and that you have a plan for how you will accomplish your goals.

What are the Components of a Research Proposal?

Topic and questions: In this section, you will identify your topic and questions.

Significance: In this section you should address the questions “So What? Who Cares?” Why does this topic/question matter to you? Why should it matter to anyone else?

Plan: Familiarize yourself with the work ahead by reading the assignment schedule. Plan your time and create a schedule for yourself according to the project deadlines. Identify important steps (for example, gathering sources, reading sources, composing drafts, revising) and, for each step, identify and list a completion date. In other words, create a detailed schedule so that you can manage this long and involved process. As you plan, be sure to account for other demands on your time, including other classes, work, and family obligations.

How Will It Be Evaluated? The Research Proposal is worth 15 points. Points will be deducted from your score if you do not include all the components. The Research Proposal will be evaluated based on the following rubric.

Research Proposal Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Topic, Question, Significance <ul style="list-style-type: none"> • Identifies a focused topic and question • Explains both the personal and larger significance of her/his topic and question(s) 				
Plan <ul style="list-style-type: none"> • Articulates a detailed plan for accomplishing her/his research project 				
Correctness <ul style="list-style-type: none"> • No errors that confuse or distract. Author uses word choice, punctuation, and sentence structure effectively 				

Grade Guide

Letter	StepUp Points	Percentage
A	15	100
	14	93
B	13	86
	12	80
C	11	73
D	10	66
	9	60
F	8	53

Assessment 3.2 Annotated Bibliography

Context: You have spent the last few weeks learning about your topic from many different kinds of sources. The annotated bibliography gives you an opportunity to take stock of your sources so that you see what sources you have, whether or not they are credible and relevant, how you might use them in your essay, and what sources you still need to find.

What is an Annotated Bibliography? An annotated bibliography is a document that lists sources on a particular topic and question and offers a brief discussion of each source, summarizing that source and discussing how it connects to the other sources and to the researcher's own thinking-in-progress, including his / her working thesis.

Why Write an Annotated Bibliography? Creating an annotated bibliography gives structure and purpose to the (otherwise messy) research process. Writing an annotated bibliography requires you, the researcher to read, think about and analyze each of your sources, so that you are clear about how you will use them in your article. Often while working on an annotated bibliography, a researcher realizes he/she cannot use a source and/or needs additional (or different) sources. This kind of setback can be frustrating, but necessary as you, the researcher, figure out what you really want to know--and argue.

What are the Components of an Annotated Bibliography?

An Overview: This will be 1 – 2 paragraphs in which you:

- Explain your topic, question and claim or working thesis (ie. what your thesis would be if you were to write the paper right now. It's called "working" because it might change)
- Summarize what kinds of sources you have found, and what you still want/need to find out – and where you might look.

Source Annotations:

Create a full citation (either MLA or APA) for each source. Below EVERY source, write 1-2 paragraphs where you:

- Explain why this is a relevant and credible source (you may find sources that are not relevant or credible--but these are not worth listing in your annotated bibliography).
- Summarize the main ideas of the source.
- Synthesize. Explain the way this source fits with--or challenges--other information you have about the topic.
- Respond. Respond to the source's claim (Use templates from *They Say I Say* to agree or disagree, or both, for example: Although ----, x claims---- because ----).
- Plan. Explain how you will use this source in your research essay. Be specific.

How do I create an in-text (parenthetical) Citation? Citations are important because they help researchers organize and share information about sources in a standardized way. There are many online resources that will help you create citations for your sources, including a thorough guide at the Purdue Online Writing Lab.

How many sources do I need? You need enough sources to address your research question from a variety of perspectives; 5 is the minimum. Points will be deducted from Annotated Bibliographies with fewer than 5 sources.

How will it be evaluated? The Annotated Bibliography is worth 25 points. Points will be deducted for components that are missing. The Annotated Bibliography will be evaluated using the following rubric.

Annotated Bibliography Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Source Selection <ul style="list-style-type: none"> Sources are numerous, varied, and sufficient to address the topic and question(s) 				
Overview <ul style="list-style-type: none"> Overview articulates a clear and focused topic and question, and describes in-depth how the sources address the topic/question(s) 				
Source Evaluation <ul style="list-style-type: none"> Describes the credibility of the source and relevance to topic 				
Source Summary <ul style="list-style-type: none"> Presents a summary of each source that is clear, thorough, accurate, and unbiased. Describes the main points of the source. Consistently articulates a response to the sources' claims 				
Source Synthesis <ul style="list-style-type: none"> Explains the way this source fits with--or challenges--other information you have about the topic. 				
Response <ul style="list-style-type: none"> Responds to the source's claim (Use templates from <i>They Say / I Say</i> to agree or disagree, or both, for example: Although ----, x claims---- because ----). 				
Plan <ul style="list-style-type: none"> You provide a specific explanation of how you will use this source in your research essay. Be specific. 				
Correctness <ul style="list-style-type: none"> No errors that confuse or distract. Uses word choice, punctuation, and sentence structure effectively 				
Citation Format <ul style="list-style-type: none"> Consistently follows MLA or APA format 				

Grade Guide

Letter	StepUp Points	Percentage
A	25	100
	24	96
	23	92
B	22	88
	21	84
	20	80

Letter	StepUp Points	Percentage
C	19	76
	18	72
	17	68
D	16	64
	15	60
	14	56
F	14	56

Assessment 3.3 Research Essay

Context: You have engaged in a process of exploration and discovery of your research topic. You began with a proposal in which you posed a question that was meaningful to you. Your annotated bibliography discussed various ideas from an array of sources and opinions. You are now ready for the “main event,” to write an essay that presents your now-expert perspective on the question you investigated.

What is a Research Essay? A research essay presents an argument—a clear and firm stance or position or thesis, and defends that thesis using reasoning and evidence. Unlike other kinds of arguments, however, (i.e. in politics or on Twitter), good academic arguments offer a balanced discussion of the various perspectives on your topic’s question or issue, acknowledging and engaging with ideas that contrast with, or even conflict with, your own. Your goal in writing a research essay is to express an informed argument or claim, and to convince the reader of the importance of your findings and to accept your conclusions about a question or issue.

(How) and Why Write a Research Essay? Craft this persuasive essay for a general audience including your teacher and your peers. Present yourself as an expert who can educate your audience on this topic. After all, you have been researching and writing about this topic for many weeks now—you are a legitimate community expert.

What are the Components of a Research Essay? In terms of its format, your paper should include a title, a body where you present your research and conclusions, and a Works Cited or References page in MLA or APA style. In terms of its content, your essay should include an original claim supported by reasoning and evidence. Exceptional papers might also include some reflection on your research process, describing how your claim evolved over the course of the project.

How Will It Be Evaluated? The Research Essay is worth 50 points. Points will be deducted for missing components. The essay will be graded based on the following rubric.

Research Essay Rubric

Criteria	Exceeds Standards	Meets standards	Approaches standards	Does not meet standards
Focus <ul style="list-style-type: none"> • Writer identifies a focused and manageable topic and research question or problem. • Writer has a clear, thoughtful claim in response to the research question or problem. 				
Organization of Argument and Evidence <ul style="list-style-type: none"> • Writer presents a logical, organized argument to support the claim • Topic sentences unify paragraphs • Transitions clearly indicate relationships between ideas • Paragraphs arranged to build a clear and compelling argument 				
Analysis of Research <ul style="list-style-type: none"> • Writer gathers numerous, varied and reliable sources to develop evidence in support of a claim • Writer effectively summarizes, paraphrases, and quotes from research materials • Writer effectively acknowledges multiple perspectives on a claim, including potential objections to the claim • Writer shows awareness of interrelationships among sources 				
Documentation <ul style="list-style-type: none"> • Writer attributes evidence to sources using MLA or APA documentation style, including in-text citations and a Works Cited or References list 				
Correctness <ul style="list-style-type: none"> • No errors that confuse or distract. Author uses word choice, punctuation, and sentence structure effectively 				

Research Essay Grade Guide

Letter	StepUp Points	Percentage
A	50	100
	49	98
	48	96
	47	94
	46	92
	45	90
B	44	88
	43	86
	42	84
	41	82
	40	80

Letter	StepUp Points	Percentage	
C	39	78	
	38	76	
	37	74	
	36	72	
	35	70	
	34	68	
D	33	66	
	32	64	
	31	62	
	30	60	
	F	29	58

Assessment 3.4 Research Fair

Context: Now that you have completed your research project and drawn some (tentative) conclusions, you will share what you have learned with a wider audience. Many professional researchers do this by presenting their research at conferences. We have already practiced the most common way to present at research conferences--the research "talk." Now, you have the opportunity to experiment with other ways that researchers share their findings--using everything from posters to models, websites to videos, podcasts to interactive exhibits. You can also choose to take a creative approach to this: a collage, drawing, sculpture, artistic rendering. If you choose to do an artistic project, it should be accompanied by a presentation of the research it is based on, as described below.

Using a medium of your choosing, you will share your work with the class by creating an artifact or experience that somehow communicates your findings. Again, you can choose any medium you like (except that is, an essay).

What is a Research Fair? Students will present their artifacts in class, with student presenters viewing their classmates' artifacts and answering questions about their own work. Presenters may also collect viewer feedback on their work. Research fairs are a way of communicating your work visually and concisely to interested viewers. A research fair is a good opportunity, not only to explain and promote your research or project, but to get feedback on it, and make connections with researchers working in related areas.

Why do a Research Fair? A research fair allows you to reach a large audience more informally than a prepared research article or research talk, and to interact directly with interested viewers.

How will I be assessed? You will earn 10 points for preparing and presenting your project. To earn these points, you must...

- Create an artifact that presents your research
- Present your topic and claim, issues/questions analyzed, your response to your findings, connections to the research
- Discuss what you found surprising or interesting, what questions you still have about your topic
- Bring the artifact to class during the Research Fair

UNIT 4 --

Career Research Project and Portfolio

OR

Literary Exploration Project

Option A – Career Research Project and Portfolio

Introduction & Learning Objectives

As the end of your high school career approaches, it is time to think about potential directions for your work career. Whether you plan to work part-time or full-time, having a sense of the kind of job you would like to do will help you focus your energy productively. The Career Research unit is your opportunity to explore career ideas and gather information about what kind of educational experience will be necessary to achieve a specific career path.

In addition to the Career Research Project in which you will find out about careers that are interesting to you, you will also revise your resume and draft a cover letter specific to a potential career. You will revise your Letter to Self now that you know more about your interests.

Finally, as the culminating project of the course, you will develop a portfolio that will showcase the work you have done and chart your writing progress throughout this year. The Portfolio will include approximately 10 pages of what you consider to be your best work. The key component of the portfolio is a Letter of Reflection written to your teacher, describing what has been learned, how your writing has changed, and your future writing goals.

The goals of this unit are for students to be able to:

- Understand how to research a career including the educational and skill requirements of different jobs
- Practice the steps for a job search including research, resume and cover letters
- Reflect on and analyze their own work and identify their own strengths and areas for improvement

This unit includes four major assignments:

1. Career Research (20 points)
2. Revised Resume and Cover Letter (15 points)
3. Revised Letter to Self (15 points)
4. Portfolio (50 points)

Assessment 4A.1 Career Research Project

Context: You've spent the year working on your college plans, college level writing and research skills, and researching and writing on topics of your choice. Now it's your turn to apply what you've discovered and learned by researching possible career opportunities.

Why do it? Researching a possible career gives you an opportunity to explore a potential career and the ways in which it may or may not be a good fit for you.

What is the purpose? This is a multi-paragraph essay that explores what the career is, how it is significant, and why it would or would not be appropriate for you.

What are the Components of a Career Research Project? Your career research project should include:

1. A section where you describe why you chose this career to explore. Why did you think this might be a good career for you?
2. A section where you describe the career
3. The qualifications needed
4. The daily activities, overall responsibilities, hours/schedule, salary, etc.
5. A section where you report on an interview with someone who works or who has worked in the profession
6. A section where you reflect on what you've learned from this project. In what ways did your thinking about this career evolve? In what ways is this career appropriate (or not) for you? How has this clarified what you want to do next?

How Will It Be Evaluated? The Career Research Project is worth 20 points. Points will be deducted for missing components. The project will be evaluated based on the following rubric.

Career Research Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Career Choice <ul style="list-style-type: none"> • Writer provides a detailed, thoughtful explanation of why he/she is interested in this career 				
Career Description <ul style="list-style-type: none"> • Writer provides a comprehensive description and analysis of career 				
Report of Interview <ul style="list-style-type: none"> • Writer provides a detailed, complex report and analysis of interview 				
Reflection <ul style="list-style-type: none"> • Writer provides a detailed, thoughtful assessment of how/why this is a good career choice for him/her 				
Correctness & Citation Style <ul style="list-style-type: none"> • No errors that confuse or distract. Author uses word choice, punctuation, and sentence structure effectively • Consistently follows MLA or APA format 				

Grade Guide

Letter	StepUp Points	Percentage
A	20	100
	19	95
	18	90
B	17	85
	16	80
C	15	75
	14	70
D	13	65
	12	60
F	11	55

Assessment 4A.2 Resume and Cover Letter

Context: You are now approaching the end of your journey through this course and your process of preparation for what's next. There will soon be choices to be made as you move into the world beyond high school. You have done so much since you last worked on your resume, and you have also begun investigating potential career choices. Now is the time to begin adding to that resume to prepare for your next journey.

Why do it? Whether you have chosen to pursue higher education as your next step or not, you will need gainful employment in the future. To prepare for your future, you have been investigating careers. In preparation for seeking employment--in the career you have investigated or any other--you must develop a resume and cover letter.

What is it? A high-quality resume does not get you a job; it does get you a call for a job interview, however. A resume includes your name and contact information, your education, work experience, skills, interests, and references. Resumes tend to be about one page in length, and follow standard formats so the reader can navigate the information easily. Standard formats are the chronological (work experience listed from most recent to earliest) and functional (work and other experience grouped by specialty and skill).

A cover letter accompanies a resume and allows you to "speak" to your future employer on a more personal level and sell yourself. It also gives you an opportunity to show how your education, experience, and skills match the qualifications of the job. Your cover letter should address the qualifications of the particular profession that you have researched.

What are the Components of a Resume? An effective resume must include:

- Contact information: mailing address, email address, telephone number(s), websites, social media.
- Education: list your most recent educational information first. Include degree earned, area of concentration / major, institution attended, city, state, along with any honors.
- Professional experience: Title of position, name of organization, city, state, dates of employment, description of work responsibilities with emphasis on specific skills and achievements (use action verbs).
- Related information: Skills and competencies, leadership experience in volunteer organizations, participation in sports, interests and hobbies.

What are the Components of a Cover Letter? A cover letter is a business letter which includes:

- Name and contact information
- Date
- Name and address of potential employer
- A brief introduction: For which job are you applying? How did you hear about the position?
- A paragraph or two for you to sell yourself! State why you are good for the job. Describe how your education and experience match the job requirements.
- Closing paragraph / wrap up: How can they get in touch with you. "Sign off" with your full name.

How will the Resume and Cover Letter Be Evaluated? The revised resume and cover letter are worth 15 points. Points will be deducted for components that are missing. These will be evaluated using the following rubrics.

Resume Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Content <ul style="list-style-type: none"> Resume contains all the required components 				
Format <ul style="list-style-type: none"> Format of resume is clear. Each major section includes required information and is formatted consistently 				
Language & Correctness <ul style="list-style-type: none"> Resume uses clear and concise language, appropriate employment terminology, action verbs, and parallel verb tense and structure Resume follows all guidelines for spelling, grammar, usage and punctuation 				

Grade Guide

Letter	StepUp Points	Percentage
A	15	100
	14	93
B	13	86
	12	80
C	11	73
D	10	66
	9	60
F	8	53

Cover Letter Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Function <ul style="list-style-type: none"> • Audience and purpose of the letter are strong and clear 				
Format <ul style="list-style-type: none"> • Letter follows standard business letter format and contains all required components 				
Language Use & Correctness <ul style="list-style-type: none"> • Letter uses persuasive, clear, concise language, varied sentence structure and appropriate employment terminology • Letter follows all guidelines for spelling, grammar, usage and punctuation 				

Grade Guide

Letter	StepUp Points	Percentage
A	15	100
	14	93
B	13	86
	12	80
C	11	73
D	10	66
	9	60
F	8	53

Assessment 4A.3 Revised Letter to Self

“When I discover who I am, I’ll be free.” -Ralph Ellison, *Invisible Man*

Context: It is the end of 12th grade. We have spent a lot of time this year exploring your goals, your identity, and your story. Take some time now to reflect on who you are, how you’ve become who you are, and what you have accomplished this year—both in this class and beyond. To do this, return to the “Letter to Self” you wrote at the beginning of the year, and update it to reflect your evolution over the course of the last year.

Why do it? Self-awareness and a sense of purpose are keys to personal fulfillment, happiness and success, and this assignment gives you the opportunity to continue exploring elements of your identity.

What is a Letter to Self? A letter is just what it sounds like. You should write a letter addressed to yourself.

What are the Components of a Letter to Self? Your letter should be more than one paragraph and address the following: who you are, how you’ve become who you are, and what you’d like to accomplish this year.

How Will It Be Evaluated? The Letter to Self is worth 15 points. Points will be deducted for missing components. The letter will be evaluated based on the following rubric.

“Letter to Self” Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Who Are You & What Shaped You? <ul style="list-style-type: none"> • Have you provided a detailed description of who you are? • Have you provided background information about you and what shaped you as a person? 				
Goals <ul style="list-style-type: none"> • Have you examined your aspirations for this year and beyond? 				
Clarity of Written Expression <ul style="list-style-type: none"> • Have you expressed your thoughts and ideas so that they make sense? 				

Grade Guide

Letter	StepUp Points	Percentage
A	15	100
	14	93
B	13	86
	12	80
C	11	73
D	10	66
	9	60
F	8	53

Assessment 4A.4 StepUp Portfolio

Context: You have spent this year exploring who you are, where you have been and where you're going next. You have done a lot of reading and writing over the year. Now it's time to collect, showcase and present your hard work.

What is a StepUp Portfolio? A StepUp Portfolio is a selection of written work you've done over the year.

Why create a StepUp Portfolio? A StepUp Portfolio allows you to collect, reflect on, present and celebrate the fruits of your labors.

What are the Components of a StepUp Portfolio? Your StepUp Portfolio must include the following:

- Reflection: A letter to your instructor describing
 - What you learned this year
 - Some of the challenges you had over the year
 - One or more things that you are proud of from this year
 - Goals that you have for the future, based on your experience this year
 - Why you selected the pieces you have included in your portfolio

- Selection: 10 pages of your best work from the year

Your portfolio may also include any other work you've done this year that you think is relevant.

How will the Portfolio be evaluated? The portfolio is worth 50 points. Points will be deducted for missing components. The portfolio will be assessed based on the following rubric.

Portfolio Rubric

Criteria	Exceeds Standards	Meets Standards	Approaches Standards	Does Not Meet Standards
Reflection: Content <ul style="list-style-type: none"> • Writer thoughtfully reflects upon what he/she has learned over the year, challenges, achievements and goals • Writer thoughtfully discusses why the selected pieces are included in the portfolio 				
Reflection: Writing <ul style="list-style-type: none"> • Writing is fluid with almost no errors in grammar • There is evidence of careful editing and proofreading 				
Selection of Artifacts <ul style="list-style-type: none"> • Student thoughtfully selects examples of writing from the semester 				
Organization <ul style="list-style-type: none"> • Student demonstrates planning. Portfolio is clearly organized 				
Correctness & Citation Style <ul style="list-style-type: none"> • No errors that confuse or distract. Author uses word choice, punctuation, and sentence structure effectively • Consistently follows MLA or APA format 				

Portfolio Grade Guide

Letter	StepUp Points	Percentage
A	50	100
	49	98
	48	96
	47	94
	46	92
	45	90
B	44	88
	43	86
	42	84
	41	82
	40	80

Letter	StepUp Points	Percentage
C	39	78
	38	76
	37	74
	36	72
	35	70
	34	68
D	33	66
	32	64
	31	62
	30	60
	29	58
	28	56
F	27	54
	26	52

Option B -- Literary Exploration Project

Context: All writers make some kind of argument, or advocate for something in their work, even in fiction, poetry, film or drama. In these fictional genres, writers enter a conversation about social issues and questions, whether it be whom we can love or befriend, how to create a worthwhile and satisfying life, how to fight for justice in the world, or even how to avoid the apocalypse. These arguments can be called the author’s “project” because taken as a whole, the literary work is the author’s attempt to shape the reader’s understanding of social issues, problems or struggles. Sometimes fiction can give readers more space and time than non-fiction to reflect upon these big issues and questions.

In this Unit, you will read within fictional genres to continue thinking about the social issues and questions that we have been discussing during the school year. During your reading, you will keep a reading journal, using the close reading skills you have practiced during the year. After your reading, you will write an essay that discusses what you have observed within the work(s), and what the author’s “argument” or project, is. What issues or questions is the author’s work prompting you to think about, care about, or understand? You will use the questions below to develop your essay. The culminating event of this unit will be to share your findings with your peers in a Literary Fair.

Guiding Questions:

- How can I identify themes in literary works?
- How do literary works help us to understand the current world or ourselves?
- In what ways does literature serve a social/political purpose?
- Can literature influence society as much as news reporting?

Assessments: 100 points possible

- 4.1 -- Reading Journals x6 (5 points each, 30 points total)
- 4.2 -- Reflective Literature Essay (30 points)
- 4.3 -- Literary Fair (20 points)
- 4.4 -- StepUp Year End Reflection (20 points)

Assessment 4B.1 Reading Journals

In a series of 6 reading journals, identify the passages that interest you, and work to understand the topics and social questions the author is concerned with. Reflect upon things that stand out to you. Using annotation and close reading, use key quotes to develop your thinking in writing. Use metacognition strategies (thinking about your thinking) to reflect upon the big ideas within the text. For each reading journal, reflect upon at least two key quotes in the reading you did during the time. The 6 reading journals should roughly go from the beginning of the work to the end of the work. Divide the work in approximately 6 parts and do a reading journal for each part. Make connections between the journals to find patterns, big issues and questions, and the writer's concerns.

Guide for Reading Journals:

- Do you explore your mental processes in reading and working towards an understanding of the text?
- Do you reflect on the meaning of particular passages, and develop your interpretation of the author's topics/concerns/big ideas??
- Do you use specific evidence (quotes) from the text to develop your points?
- Do you make connections between the journal entries to discover patterns, big ideas and issues, and the author's concerns?
- Is your writing clear and do you use word choice, punctuation and sentence structure effectively?
- Do you use MLA format for in-text citations and Works Cited, as appropriate for literary essays?

Reading journals are worth 5 points each X 6 = 30 points

Assessment 4B.2 Reflective Literature Essay

Using your reading journals, write an essay that explores your experience reading the work(s), and the big ideas, concerns, issues and concerns that the author's work positions you to reflect upon. In writing the essay, use the following outline as a guide. Be sure to use a quotation sandwich for all quotations from the book, with in-text MLA citations for all quotations.

Title: Create an interesting and unique title

Introduction:

- Identify the works to be considered in the essay using the full title and author's name.
- Include a brief (1-3 sentences) summary of the work(s)
- Briefly describe what you will discuss in the essay
- Include a focused statement of what you are claiming about the significance of the work and about literature in general.

Body Paragraphs:

- What is the literary work about?
- What was your experience like reading the work(s)? What did you enjoy/ struggle with? What were the challenges? What were the moments of illumination for you, as a reader?
- What are the themes of the work and how does the writer develop these themes?
- What is the writer's project or argument? What is he saying about society or people, and what does he want his readers to know/understand/believe/feel about society or people?
- How does this fictional work inform readers about a significant problem/issue/struggle going on now in the world, that affects readers right now?
- Use plenty of quotations to back up your points, with quotation sandwiches for each quote, and MLA in-text citations.

Ending Paragraphs and Conclusion:

- In what ways can this literary work serve a political or social purpose?
- How can this literary work help us to understand the world or ourselves?
- How can literature, such as this work, influence society as much as news reporting?

Works Cited Section: Include full MLA citations for all works used in the essay.

Reflective Literature Essay Rubric: (The Literature Essay is worth 30 points.)

- Establishes a clear focus on the meaning and impact of the literary work.
- Demonstrates comprehension of the literary work.
- Thoughtfully explores the experience of reading the work.
- Contains an accurate and effective summary of work.
- Reflects upon and delves into the themes of work.
- Identifies author's project/argument.
- Demonstrates engagement with the text.
- Demonstrates effective writing strategies, including clear and varied sentence structure, precise use of language, strong verbs, organized paragraphs.

Assessment 4B.3 Literary Fair

Context: Now that you read and wrote about your literary work, you have the opportunity to share something that you have learned with a wider audience. Respond to the literary work in a medium of your choice, other than an essay, and by sharing the literary project with the class. This can be a painting, poem, video, song, collage, drawing artistic rendering, or other medium (except an essay). The goal of this project is to convey the author's project or argument, and what it means to you. Be as creative as possible!

Accompany this creative assignment with a 1 -page reflection on:

1. How does the literary work connect to you, to others, and the world?
2. What is the author's project/argument? What is the writer trying to convey about people or the world?
3. What is it you are trying to convey in your project? What you would like your audience to know/understand/feel?

What is a Literary Fair? Students will present their literary project in class, with student viewers asking questions of the presenters, and the presenters answering questions about their work. This is a good opportunity to get feedback on your interpretations, and to hear what others think about the same work. It is a good opportunity to have a conversation about the literary work and the ideas that are sparked by it.

How will this assignment be evaluated? You will receive 20 points if you:

- Come prepared to class on time, on the day scheduled, with your literary project, ready to present.
- Demonstrate effort to create a literary project that conveys your interpretation of the author's project or argument, and how it speaks to a social issue/problem/concern.
- Present the literary work, the questions and issues that arise from it, and your interpretation of it, based on evidence from the work.
- Include quotes from the text, to demonstrate your interpretation of the text.
- Hand in your 1-page reflection (or submit it online) on time. If you are basing your interpretation on outside research, include MLA citations.

Option C: Internship

In some schools, a fourth quarter internship program can offer an opportunity for students to continue working on the civic/social topic of their research essay. The Step Up program encourages the use of community-based internships to bring students' research full circle to a point of action.