



Course Title: **Advanced Women Writers**

Description: Advanced Women Writers offers highly motivated students an opportunity to study a college-level English curriculum that introduces students to the study and appreciation of literature written by women. In this course, students will examine major influential works from a variety of historical, social and cultural contexts with the emphasis of critical analysis. Students completing this course will also earn 3 DMACC credits for LIT 190.

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<u>Engages in Complex Text</u>	<ul style="list-style-type: none">Apply college-level reading skills to literary works written by diverse women (LIT 190)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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. <p>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. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension. (RL.11-12.10) (DOK 1,2)</p> <ul style="list-style-type: none">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. (RL.11-12.1) (DOK 1,2,3)	Students will engage in a variety of complex texts, applying college-level reading skills to literary works written by diverse women
<u>Analysis of Text</u>	<ul style="list-style-type: none">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). (RL.11-12.3) (DOK 2,3,4)	Students will analyze literature by women, focusing on textual, structural, and thematic elements



	<ul style="list-style-type: none"> Analyze literature by women, focusing on textual, structural, and thematic elements (LIT 190) Explain the relationship between literary form and content (LIT 190) Discuss how multiple interpretations exist simultaneously (LIT 190) 	
<u>Interpret Literary Criticism</u>	<ul style="list-style-type: none"> Interpret literature by women using elements of literary criticism (LIT 190) Interpret poetry, fiction, non-fiction, and drama in context (LIT 190) Discuss how multiple interpretations exist simultaneously (LIT 190) Interpret literature using one or more critical approaches, such as Formalism, Marxism, Feminism and Gender Studies, Mythological, Psychological, Cultural Studies, and others (LIT 190) 	Students will interpret literature by women using elements of literary criticism
<u>Evaluate Literature Relevance</u>	<ul style="list-style-type: none"> Evaluate literature's continuing relevance to the human condition (LIT 190) Consider the role of racial, cultural, economic and educational diversity in women writers work (LIT 190) Correlate assigned texts with current events, global contexts, and material from other disciplines (LIT 190) Reflect on how texts shape identities (LIT 190) 	Students will evaluate literature's continuing relevance to the human condition
<u>Writing Process</u>	<ul style="list-style-type: none"> 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.) (W.11-12.4) (DOK 3,4) 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 	Students will engage in a recursive writing process to produce clear and coherent writing that is specific to task, purpose, and audience.



	<p>of Language standards 1–3 up to and including grades 11–12.) (W.11-12.5) (DOK 1,2,3,4)</p> <ul style="list-style-type: none">● 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. (W.11.12.6) (DOK 1,2)● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (W. 11-12.10) (DOK 1,2,3,4)● Create effective writing to demonstrate understanding of course goals (LIT 190)<ul style="list-style-type: none">○ Demonstrate awareness of academic conventions for organization, audience, research, and language (LIT 190)○ Generate writing as an active process, using planning, drafting, revising, and editing (LIT 190)○ Produce written analyses or interpretations (LIT 190)	
<p><u>Informative/Explanatory Writing</u></p>	<ul style="list-style-type: none">● 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. (W.11-12.2) (DOK 3,4)<ul style="list-style-type: none">○ 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. (W.11-12.2a)○ 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	<p>Students will write an informative/explanatory essay that conveys complex ideas clearly and accurately, integrating standard college-level documentation practices.</p>



	<ul style="list-style-type: none">topic. (W.11-12.2b)<ul style="list-style-type: none">○ 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. (W.11-12.2c)○ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2d)● Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.11-12.9) (DOK 2,3,4)● Integrate standard college-level documentation practices (LIT 190)<ul style="list-style-type: none">○ Understand definitions and consequences of plagiarism. (LIT 190)○ Identify reasons for documentation. (LIT 190)○ Integrate sources effectively within the given context. (LIT 190)○ Document sources using MLA style. (LIT 190)	
<p><u>Speaking and Listening</u></p>	<ul style="list-style-type: none">● 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. (SL.11-12.1) (DOK 1,2,3)<ul style="list-style-type: none">○ 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. (SL.11-12.1c)○ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and	<p>Students will engage in speaking and listening in a variety of formal and informal contexts.</p>



	<p>determine what additional information or research is required to deepen the investigation or complete the task. (SL.11-12.1d)</p> <ul style="list-style-type: none">• 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. (SL.11-12.4) (DOK 1,2,3)• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning,	
<p>Language</p>	<ul style="list-style-type: none">• Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1) (DOK 1,2)• 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. (L.11-12.3) (DOK 1,2,3)• Acquire and use accurately a range of 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. (L.11-12.6) (DOK 1,2)	<p>Students will effectively apply knowledge of language to utilize and manipulate written and oral communication.</p>