

The Discourse of Common Core and College English Composition: an examination



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Common Core & College Readiness NEED FOR CONSISTENCY?



Maybe not

Some problems!

Never On Board



Image: <http://www.Okfmb.com/>

Alaska (not statewide, only some districts)

Minnesota (ONLY ELA)

Nebraska

Texas

Virginia

**Jump Ship Quick
ed**

Indiana and Oklahoma

Overboard soon?

**Missouri, North Carolina,
Ohio, South Carolina**

**Jump Ship Quick
ed**

Indiana and Oklahoma

WHY?

On the record:

Local power-national curriculum standards rob states of the right to set their own standards.

State pride-new standards seen as “dumbing down.”

Consistency?



**STOP
COMMON
CORE**

**OR AT LEAST
RENAME IT**

Name changes:

Nineteen states-new name

WITHOUT “Common” or “Core.”

(Washington Post Sept. 5)

- Wyoming Content and Performance Standards
- Ohio New Learning Standards
- Florida Next Generation Sunshine State Standards

Image:<http://saynotocommoncore.net>

Sooooooooo...

**Should the language of the
Common Core go to college
(or vice-versa? or no reflection!)**



Image: <http://affordablehousinginstitute.org/>

Writing Standards

(CC)

6-12



- Range of Tasks
- Arguments
- Informative/
Explanatory Texts
- Event Sequences
- Focused Questions
- Digital Sources
- Accuracy of Sources
- Conventions of
Standard English
- Reference Materials
- Editing for Conventions
- Trying a New Approach
- Link (e.g. consequently, in contrast, another)
- Transition-Narrative (manage sequence)
- Clear Event Sequences
- Domain-Specific Vocabulary
- Illustrations and Multimedia
- Formal English
- Informal discourse

Old Reliables

- 
- Annotation
 - Argument
 - Argumentation
 - Description
 - Ethos
 - Explication
 - Exposition
 - Figurative Language
 - Imagery
 - Jargon
 - Logos
 - Narration
 - Narrative
 - Objectivity
 - Pathos
 - Point of View
 - Refutation
 - Rhetoric
 - Subjectivity
 - Theme
 - Thesis
 - Tone

(Former?) Old Reliables

- ~~Annotation~~
- ~~Argument~~
- ~~Argumentation~~
- ~~Description (Rhet. Mode)~~
- ~~Ethos~~
- ~~Explication~~
- ~~Exposition (Rhet. Mode)~~
- ~~Figurative Language~~
- ~~Imagery~~
- ~~Jargon~~
- ~~Logos~~
- ~~Memoir~~
- ~~Narrative (Real or Imagined)~~
- ~~Objective Tone (Writing Arguments)~~
- ~~Pathos~~
- ~~Point of View (Write Narratives)~~
- ~~Refutation~~
- ~~Rhetoric (Speaking and Listening)~~
- ~~Subjectivity~~
- ~~Theme~~
- ~~Thesis~~
- ~~Tone (Reading)~~
- ~~Writing Process~~

Now What?



Formerly Memoir

Now: Narrative (Real or imagined experiences or events)

(Gr. 5, 9-10, 11-12)



vs.



Image: <http://www.nytimes.com>

Image: <http://catapultrecords.blogspot.com>

Now What?



Formerly Thesis Statement

Now: Introduce precise claim(s); distinguish from alternate/opposing claim(s). Develop claims and counterclaims **(Gr. 9-10 Arguments)**

Now: Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish from alternate/opposing claim(s). Develop claims and counterclaims fairly **(Gr. 11-12 Arguments)**

Now: Introduce a topic...develop the topic **(Gr. 9-10 Informative/Explanatory Texts)**

Now: Introduce a topic...develop the topic thoroughly **(Gr. 11-12 Informative/Explanatory Texts)**

Now What?



Formerly: Primary and secondary sources

Now: Multiple print and digital sources (Grades 11-12)

Now: Multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) (Speaking and Listening, Grades 6-12)

Formerly: Incorporating sources into a paper

Now: Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Grades 6-8)

Now: Synthesize multiple sources on the subject (Grades 9-12)

Now What?



Formerly: Group/Team Work

Now: Collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners (**Grades 6-12**)

Formerly: Presentation Aids

Now: Multimedia components (e.g., graphics, images, music, sound) and visual displays (**Grades 6-8**)

Now: Digital media (e.g., textual, graphical, audio, visual, and interactive elements) (**Grades 9-12**)

Need for Change?



Who? College? Core?

Common Core is in place-maybe!

**Changes in college composition
vocabulary?**

Changes in standards' terminology?

**Include both languages in college
composition classes?**

1020 English Composition



COURSE OBJECTIVES

From: Create documents that include a clear focus/thesis/claim with evidence to support that claim

To: Create documents that include precise introduction and development of topic and knowledgeable claim(s)

CONTENT OUTLINE

From: Review fundamentals of writing structure, including thesis statements...

To: Review fundamentals of writing structure, including introduction of topic and knowledgeable claim(s)

Assignments and Rubric Terms ENG 1020

English Composition



From: Memoir Assignment

For this assignment, you will need to write an essay reflecting on an experience, event, or situation that made you interested in this problem.

To: Narrative Assignment (Real experiences or events)

For this assignment, you will need to write an essay reflecting on an experience, event, or situation that made you interested in this topic.

Assignments and Rubric Terms ENG 1020

English Composition



From: Memoir Rubric

First Person Narration (20 pts. Possible)

Very effective use of showing and not just telling: use of anecdotes, sensory details and examples skillfully used to create a clear sense of the main characters' thoughts and behaviors through suspense, dialogue and/or action, etc.

Logical pattern of organization (20 pts possible)

A logical pattern of organization, including the consistent use of very effective transitions, is present with no inconsistencies.

To: Narrative (real experiences or events) Rubric

First Person Point of View (20 pts. Possible)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language

Event Sequences (20 pts possible)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole

ENG1021 Advanced Composition and Communication Skills



Course Objectives:

From: Conduct research and examine and compare information from various primary and secondary sources in order to evaluate reliability, accuracy, authority, timeliness, relevance, and point of view or bias.

To: Gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of each source in terms of reliability, accuracy, authority, timeliness, relevance, and point of view or bias.

ENG1021 Advanced Composition and Communication Skills



Course Objectives:

From: Research and MLA skills are expected of students, and all projects require research from a variety of sources.

To: Synthesize information from multiple print and digital sources into the text, avoiding plagiarism and following the MLA format for citation.

ENG1021 Advanced Composition and Communication Skills



Course Objectives:

From: Demonstrate the importance of collaborative work through the successful planning and delivery of panel or individual presentations, following established guidelines.

To: Initiate and effectively participate in a range of collaborative discussions (one-on-one and/or in groups,) with diverse partners to successfully prepare and deliver panel or individual presentations

ENG1021 Advanced Composition and Communication Skills



Informative Speech Requirements:

From: Verbal message must be reinforced with appropriate presentation aids.

To: Digital media (e.g., textual, graphical, audio, visual, and interactive elements) must be used strategically to reinforce verbal messages.

Common Core Writing Standards Go to College?

Questions?

Comments?



Image: <http://www.smekenseducation.com>