

**Middle College High School and University of New Mexico Gallup
Curriculum Alignment Matrix for Awarding High School Core Credit**

Name of UNM-G School: Division of Arts and Sciences
 Name of UNM-G Department: Humanities
 Course #, Title, Credits: PHIL 156, Reasoning and Critical Thinking, 3 credits
 Course Pre- or Corequisites: Compass English >=75
 Course Reviewers: Dr. Robert Hunter and Dr. Kristian Simcox
 Description of Course: Emphasizes how to analyze, critique and construct arguments in context, to read and write argumentative essays.
 Name of High School Course: English IV

Common Core State Standards	UNM-G Course Competencies / Learning Outcomes
<p>Anchor Standards Key Ideas and Details: CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Craft and Structure: CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.CCRA.R.7</p>	<p>PHIL 156 Learning Outcome 2: Students will critique arguments through use of linguistic and logical concepts. Assessment Measures: I. A. B. Key Ideas and Details: Determine central ideas, summaries, and how premises support key ideas and conclusions. Learning Outcomes 1 and 3: Students will analyze texts and the construction of arguments, including rhetorical strategies that constitute effective and persuasive reasoning. Assessment Measures: II. A. C. Structure, Organization, and Point of View: Students will analyze technical elements of the writing process, understanding the logical relationship of premises to subject positions and be able to relate how points of view shape content and function. Learning Outcomes 3 and 6: Students will critically assess arguments through the use of rhetorical</p>

<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. CCSS.ELA-LITERACY.CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. CCSS.ELA-LITERACY.CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>strategies and articulately and persuasively defend theses of their own. Assessment Measures III. B. and IV. B. Reasoning and Depth of Knowledge: Students will evaluate arguments and truth claims with respect to their strength and acceptability, expressing a range of textual complexities.</p> <p>Learning Outcome 1: Students will analyze a variety of texts of varying complexity. Assessment Measures I. C. and IV. A. Interacting with Ideas Independently and Proficiently: Students will understand how ideas are developed within and across texts and will demonstrate comprehension of their complexities.</p>
<p>Reading: Literature Key Ideas and Details: CCSS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Craft and Structure: CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to</p>	<p>Learning Outcomes 1 and 3: Students will analyze texts and the construction of arguments, including rhetorical strategies that constitute effective and persuasive reasoning. Assessment Measures: I. A. B. and II. C: Key Ideas, Relevant Details, and Authorial Point of View: Determine central ideas, summaries, and how premises support key ideas and conclusions. Students will also be able to relate how points of view shape the content and function of particular texts.</p> <p>Learning Outcomes 2 and 3: Students will critique arguments through use of linguistic and logical concepts, including an author's use of rhetorical strategies that demonstrate effective and persuasive reasoning. Assessment Measures: I. A. II. A. and IV. B: Key Ideas, Relevant Details, Word Choice, Technical Construction, and Depths of Knowledge: Students will determine contextual meaning, as evidenced in word choice and connotation. Students will also apply various levels of textual interpretation,</p>

<p>structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. CCSS.ELA-LITERACY.RL.11-12.6</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RL.11-12.7</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) CCSS.ELA-LITERACY.RL.11-12.8 (RL.11-12.8 not applicable to literature) CCSS.ELA-LITERACY.RL.11-12.9</p> <p>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RL.11-12.10</p> <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.</p>	<p>including “in the lines,” “between the lines,” and “through the lines” strategies of comprehension.</p> <p>Learning Outcomes 1 and 6: Students will read and analyze a variety of texts to determine differences in the development of argumentation and points of view.</p> <p>Assessment Measures II. C. III. A and III. C: Point of View, Diversity of Content and Purpose, and Cross-Text Analysis: Students will relate how points of view shape authorial decisions across a diverse group of texts and media, and will synthesize content among these respective texts.</p> <p>Learning Outcomes 1 and 3: Students will analyze texts and the construction of arguments, including rhetorical strategies that constitute effective and persuasive reasoning.</p> <p>Assessment Measure IV. A: Interacting with Ideas Independently and Proficiently: Students will understand how ideas are developed within and across texts and will demonstrate comprehension of their complexities.</p>
<p>Reading: Informational Text Key Ideas and Details: CCSS.ELA-LITERACY.RI.11-12.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-LITERACY.RI.11-12.2</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. CCSS.ELA-LITERACY.RI.11-12.3</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events</p>	<p>Learning Outcome 2: Students will critique arguments through use of linguistic and logical concepts.</p> <p>Assessment Measures I. A. II. B. and III. B: Textual Evidence, Cohesion, and Reasoning: Students will identify details that support central ideas, including how each constituent part contributes to the rationality of the text as a whole.</p>

interact and develop over the course of the text.

Craft and Structure:

CCSS.ELA-LITERACY.RI.11-12.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RI.11-12.5

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

CCSS.ELA-LITERACY.RI.11-12.6

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

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7

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

CCSS.ELA-LITERACY.RI.11-12.8

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

CCSS.ELA-LITERACY.RI.11-12.9

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

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.11-12.10

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

Learning Outcomes 2, 3, and 6: Students will critique arguments using both linguistic and logical analyses to measure their effectiveness, persuasiveness, and reasonability, and will be able to differentiate and articulate contradictory points of view.

Assessment Measures I. A. II. C. and III. D: Contextual Meaning, Point of View, and Counter-Position: Students will determine meaning in context, recognize competing points of view, and analyze authorial positions and counter-positions.

Learning Outcomes 1 and 3: Students will analyze texts and the construction of arguments, including rhetorical strategies that constitute effective and persuasive reasoning.

Assessment Measures III. A. and B: Diversity of Content and Purpose, and Reasoning: Students will read for a variety of purposes from a variety of textual forms to determine the validity of their claims and content.

Learning Outcomes 1 and 3: Students will analyze texts and the construction of arguments, including rhetorical strategies that constitute effective and persuasive reasoning.

Assessment Measure IV. A: Interacting with Ideas Independently and Proficiently: Students will understand how ideas are developed within and across texts and will demonstrate comprehension of their complexities.

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1

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

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

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

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

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

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

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

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

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

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

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

CCSS.ELA-LITERACY.W.11-12.2

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

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

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

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

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

Learning Outcomes 2, 4, and 5: Students will critique and construct arguments through the use of linguistic and logical concepts, engage in well-reasoned discourse on topics that avoid recourse to irrational and unethical rhetorical techniques, and will write well-developed and coherent essays with a clear thesis statement supported by appropriate elements of diction, grammar, and style.

Assessment Measures III. B. C. D. and IV. A: Reasoning and Planning, Cross-Text Synthesis, Counter-Position, and Independent Proficiency: Students will investigate and interrogate specific truth claims, construct essays that synthesize their respective content, develop counter-position responses, and demonstrate comprehension through constructed responses and formal compositions.

the topic.

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

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

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

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

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

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

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

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

CCSS.ELA-LITERACY.W.11-12.3

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

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

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

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

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

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

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

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

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

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

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

Production and Distribution of Writing:

Learning Outcomes 1, 2, 4, and 5: Students will

CCSS.ELA-LITERACY.W.11-12.4

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

CCSS.ELA-LITERACY.W.11-12.5

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

CCSS.ELA-LITERACY.W.11-12.6

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

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8

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

CCSS.ELA-LITERACY.W.11-12.9

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

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

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

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

Apply grades 11-12 Reading standards to literary

compose a variety of essays and written arguments informed by various positions, critique and construct arguments through the use of linguistic and logical concepts, engage in well-reasoned discourse on topics that avoid recourse to irrational and unethical rhetorical techniques, and write well-developed and coherent essays with a clear thesis statement supported by appropriate elements of diction, grammar, and style.

Assessment Measures II. A. III. A. C. and IV. A: Structure and Organization, Diverse Content and Purposes, Cross-Text Synthesis, and Independent Proficiency: Students will employ various technical and connotative elements of the writing process with measured exposure to various textual forms (including informational, functional, and visual media), construct essays that synthesize their respective content, and demonstrate proficiency in the planning, writing, and revising process.

Learning Outcomes 1, 4, and 5: Students will research a variety of texts from a range of classic and contemporary sources, compose original essays with relevance to their own socio-political existence, and present an informed point of view on philosophical questions of contemporary relevance.

Assessment Measures I. B. II. A. and III. A: Summaries and Conclusions, Structure and Organization, and Diversity of Content and Purpose: Students will articulate conclusions drawn from summative analyses of arguments, apply them in the synthesis of new arguments, employ various technical and connotative elements of the writing process, and draw from various textual forms and sources to demonstrate fluidity of understanding.

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

Range of Writing:

CCSS.ELA-LITERACY.W.11-12.10

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

Learning Outcome 5: Students will write well-developed, coherent essays presenting an informed point of view with a clear thesis statement and a conclusion, as well as correct diction, grammar, and style.

Assessment Measures III. A. and IV. B: Diversity of Content and Purposes, and Depth of Knowledge: Students will write for a variety of purposes and demonstrate engagement with a range of compositional complexities.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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

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

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

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

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

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

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

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

Learning Outcomes 2, 3, 4, and 6: Students will critique arguments through the use of linguistic and logical concepts, constructively criticize unreasonable and/or unethical rhetorical devices (including fallacies), engage in well-reasoned discourse, and respond to feedback from others with different points of view, while articulately and persuasively defending a thesis of their own.

Assessment Measures I. B. C. II. B. C. III. B. and D: Conclusions, Interaction of Ideas, Cohesion, Point of View, Reasoning, and Counter-Position: Students will articulate conclusions and apply them in the synthesis of new arguments, understand how ideas are developed through discourse, demonstrate effective use of evidence and transitional strategies, relate how points of view shape and influence different audiences, constructively criticize claims to determine their validity, and develop counter-positions in response to various arguments.

CCSS.ELA-LITERACY.SL.11-12.2

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

CCSS.ELA-LITERACY.SL.11-12.3

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

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

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

CCSS.ELA-LITERACY.SL.11-12.5

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

CCSS.ELA-LITERACY.SL.11-12.6

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

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.11-12.1

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

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

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

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

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

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and

Learning Outcome 4: Students will engage in well-reasoned discourse on topics that are relevant to one's social-political existence and avoid recourse to irrational and unethical rhetorical techniques.

Assessment Measures I. B. II. C. III. B. and D:

Conclusions, Point of View, Reasoning, and Counter-Position: Students will synthesize preceding arguments to arrive at new conclusions, relate how points of view influence the content and style of arguments, investigate and interrogate truth claims to make informed judgments regarding their validity, and analyze a given position to develop a counter-argumentative response.

Learning Outcome 2: Students will use linguistic strategies in the interpretation of concise and contested meanings.

Assessment Measures I. A. and III. A: Contextual Meaning from Textual Evidence, and Diverse Usages and Purposes: Students will determine meaning through contextual clues and analyses, and understand the semantic fluidity inherent in diverse contexts and forms of use.

spelling when writing.

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

Observe hyphenation conventions.

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

Spell correctly.

Knowledge of Language:

CCSS.ELA-LITERACY.L.11-12.3

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

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

Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.4

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

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

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

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

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

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

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

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

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

CCSS.ELA-LITERACY.L.11-12.5

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

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

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

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

Analyze nuances in the meaning of words with similar

Learning Outcomes 1 and 2: Students will analyze texts (including their syntactical constructions) and employ linguistic strategies to determine concise and contested meanings (semantic and rhetorical).

Assessment Measures: I. A. and II. A: Contextual Meaning from Textual Evidence, and Structure and Organization: Students will determine meaning through contextual clues and analyses, while focusing on word choices and phrases that support various technical and connotative intentions.

<p>denotations. CCSS.ELA-LITERACY.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
	<p>Additional UNM-G Course Assessment Measures and Student Learning Outcomes</p>
	<p>PHIL 156</p> <p>LEARNING OUTCOMES FOR PHILOSOPHY 156</p> <ol style="list-style-type: none"> 1. Students will read and analyze a variety of texts, from editorials to complex philosophical essays, determining how arguments are invoked to support or criticize points of view. 2. Students will critique and construct arguments through the use of linguistic and logical concepts that are necessary for writing argumentative essays. 3. Students will critically assess arguments with an aim toward what constitutes effective, persuasive, and reasonable rhetorical strategies from the unreasonable and/or unethical use of fallacies and other rhetorical devices. 4. Students will engage in well-reasoned discourse on topics that are relevant to one's social-political existence and avoid recourse to irrational and unethical rhetorical techniques. 5. Students will write well-developed, coherent essays presenting an informed point of view on philosophical questions of contemporary relevance, with a clear thesis statement and a conclusion as well as correct diction, grammar, and style. 6. Students will respond to feedback from others with different points of view, while articulately and persuasively defending a thesis of their own. <p>ASSESSMENT MEASURES FOR PHILOSOPHY 156</p> <ol style="list-style-type: none"> I. Key Ideas and Details A. Contextual Meaning from Textual Evidence: Students will determine central ideas and

themes, as well as how details are developed to support these ideas and themes.

- B. **Summaries and Conclusions:** Students will articulate conclusions drawn from summative analyses of arguments and apply them in the synthesis of new arguments.
- C. **Interaction of Ideas:** Students will understand how ideas are developed within and across texts, and the purposes to which these ideas are applied.

II. Craft and Structure

- A. **Structure and Organization:** With attention to word choice and phrases, students will analyze various technical and connotative elements of the writing process.
- B. **Cohesion:** Students will identify how the parts of a text relate to the whole, demonstrating effective use of supporting details and transitions.
- C. **Point of View:** Students will relate how points of view shape and influence authorial decisions regarding content, function, and style.

III. Integration of Knowledge and Ideas

- A. **Diversity of Content and Purpose:** Students will read and write for a variety of purposes, using various textual forms (including informational, functional, and visual media) to assess fluidity of understanding.
- B. **Reasoning:** Students will analyze specific arguments and truth claims in an effort to make informed judgments regarding their validity.
- C. **Cross-Text Analysis:** Students will read comparative media and construct essays that synthesize their respective content.
- D. **Counter-Position:** Students will analyze a position and develop a counter argument in response.

IV. Range of Reading and Level of Text Complexity

- A. **Independent Proficiency:** Students will demonstrate comprehension of complex texts

through assessment and evaluation measures that include constructed responses, formal compositions, and seminar presentations.

B. Depth of Knowledge: Students will engage with complex texts in a manner that requires them to comprehend what is:

1. In the Lines: Evidentiary content that can be located directly within the text.
2. Between the Lines: Content that can be inferred from subtext or other forms of present context.
3. Through the Lines: Connections or applications to other texts, authors, or purposes.

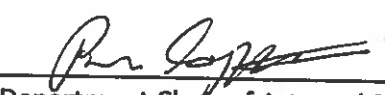
APPROVED

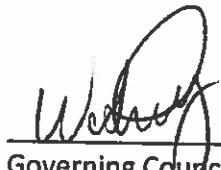
UNIVERSITY OF NEW MEXICO-GALLUP

MIDDLE COLLEGE HIGH SCHOOL


 Instructor/Philosophy Department 3/9/16
 Date


 Administrator 3/9/16
 Date


 Department Chair of Arts and Sciences 3/9/16
 Date


 Governing Council President 3/9/16
 Date