**EWR 003**

**Course plan**

* **Goal:** Students completing Writing Three should be able to write an organized, one-and-a-half page, typed essay in a variety of formats at an intermediate level
* **Objectives:**
* Teach students a variety of essay formats such as narrative, persuasive, cause & effect, and comparison/contrast, and descriptive
* Teach students to brainstorm and outline an intermediate-level academic essay
* Teach students to organize a multi-paragraph essay to include an introduction with a thesis, body and conclusion along with appropriate transitions with each paragraph consisting of a minimum of six lines
* Teach students to employ supporting details such as relevant examples and explanations
* Teach students to use intermediate-level vocabulary with fewer errors than level two
* Teach students to employ a range of sentence structures using simple, compound and complex grammatical structures with fewer errors than level two
* Teach students to write with fewer errors in spelling and mechanics than found in level two
* Teach students to produce written responses to non-authentic intermediate-level texts
* **Goal:** Students completing Writing Three should be able to paraphrase non-authentic intermediate-level texts
* **Objectives:**
* Teach students to understand plagiarism and how to avoid it
* Teach students methods of paraphrasing such as using synonyms and grammatical changes while retaining the original meaning through the use of non-authentic intermediate-level sources
* **Goal:** Students completing Writing Three should be able to summarize non-authentic intermediate-level texts
* **Objectives:**
* Teach students to identify the most important information in a non-authentic, intermediate-level text
* Teach students methods of employing paraphrasing in summarizing non-authentic, intermediate-level texts

**Week 1**

* Syllabus + brief overview of course materials/objectives (Thursday)
* Diagnostic test 1. Paraphrasing (Friday)

**Week 2-3 (*MLK Day***)

* Diagnostic test 2. Essay (Tuesday)

Begin five paragraph essay.

Opinion Essay “Why do people learn foreign languages?”

* Brainstorming
* Outlining
* Transitional words
* Essay structure
* Page layout

**Week 3-4**

Begin Opinion essay with an article “Why do people use computers?” LAW3 p. 210-212.

* Essay format
* Brainstorming
* Essay structure
* Outlining
* Transitional words
* Begin summary skills
* Begin working on paraphrasing.
* Vocab tools & guidelines & practice
* Begin Passive voice
* Creative writing

**Week 5-6**

Begin Cause/Effect Essay with an article“Why do people lie?” The Truth behind Lying GW p. 91.

* Brainstorming
* Essay structure
* Outlining
* Transitional words
* Continue summary skills
* Continue working on paraphrasing.
* Practice vocabulary tools
* Begin Gerund/infinitive as subject of a sentence + Passive Voice
* Creative writing

**Week 7-8 (*Presidents Day*)**

Continue Cause/Effect Essay with an artilce **“**Why do people quit their jobs?” GW p. 168-169.

* Brainstorming
* Outlining
* Transitional words
* Continue summary skills
* Continue working on paraphrasing
* Begin SNC in paraphrasing.

**Week 9**

Begin Compare and Contrast essay “Compare your country to your friend’s country” “Not as Different as You May Think GW p.68-69.

* Brainstorming
* Essay structure
* Outlining
* Transitional words
* Continue practicing summary and paraphrasing skills.
* Creative writing

**Week 10**

**Spring break**

**Week 11-12**

Continue Compare and Contrast essay.

“Compare living in urban areas to living in rural areas” (copy)

* Brainstorming
* Essay structure
* Outlining
* Transitional words
* Continue practicing summary and paraphrasing skills.

**Creative writing**

**Week 13-14**

Begin Argumentative Essay “Should students wear uniform?” Uniform question.

* Brainstorming
* Essay structure
* Outlining
* Transitional words
* Continue practicing summary and paraphrasing skills.

**Week 15**

**Review before the final exam**

* Essay
* Paraphrasing skills
* Summarizing skills

**Week 16**

**Final exam**