**EWR 004**

**Goal:** Students completing Writing Four should be able to write an organized, two-page, typed essay in a variety of formats at a high-intermediate level

**Objectives:**

* Teach students a variety of essay formats to include persuasive, cause & effect, comparison/contrast, and argumentative
* Teach students to brainstorm and outline a high-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 seven lines (7-8)
* Teach students to employ supporting details such as relevant examples, statistics and explanations occasionally paraphrased from controlled high-intermediate sources
* Teach students to use high-intermediate-level vocabulary with fewer errors than level three
* Teach students to employ a range of sentence structures using more complex grammatical structures than taught in level three with fewer errors than level three
* Teach students to write with fewer errors in spelling and mechanics than found in level three.
* Teach students to produce written responses to authentic and non-authentic texts at a high-intermediate-level

**Goal:** Students completing Writing Four should be able to paraphrase authentic and non-authentic high-intermediate-leveltexts

**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 high-intermediate-levelsources

**Goal:** Students completing Writing Four should be able to summarize authentic and non-authentic high-intermediate-level texts

**Objectives:**

* + Teach students to identify the most important information in authentic and non-authentic texts at a high-intermediate-level
	+ Teach students methods of employing paraphrasing in summarizing authentic and non-authentic texts at a high-intermediate-level

**Week 2**

* Syllabus + brief overview of course materials/objectives (Monday)
* Diagnostic test: 1. Essay (Tuesday) 2. Paraphrasing (Wednesday)
* Begin paraphrasing Vocab tools & guidelines & practice (Thursday)

**Week 3 (*Labor Day-University Closed)***

* Continue Vocab tools & guidelines & practice
* Introduce Passive Tense Forms/practice
* Begin paraphrasing lessons with passives /Begin chunks of meanings + practice
* Start G/I
* Start G/I +passives paraphrasing +practice
* Begin Subject NC lessons (10 subs with their meanings)/ Subject NC’s +practice

**Week 4**

* NC’s +G/I +passives with practices
* Graded Paraphrasing
* Introduce the APA style/research skills/the Hunt library
* *Begin essay review: Brainstorming, outlining, essay structure, transitional words…*

**Week 5-6**

* Continue essay review: *Brainstorming, outlining, essay structure, transitional words…*
* Begin Opinion essay
* The Dangers of Texting while driving GW p. 44-45
* Read & respond: essay + paraphrasing integration
* Introduce summary skills and research skills

Graded Opinion Essay

**Week 7**

Compare and Contrast essay

Compare your country to the country of your partner / not as different as you may think GW p.68-69

The Urban and Rural Divide (I have a copy) (optional)

* Read & respond: essay + paraphrasing integration

Graded Compare and Contrast essay

**Week 8**

Compare and Contrast essay

Community College vs. University/ Alternative to University Education (I have a copy)

* Read & respond: essay + paraphrasing integration
* Continue summary/research skills

Graded Compare and Contrast essay

**Week 9 *(Fall Break- no classes Thursday and Friday)***

Cause/Effect Essay

Effects of Computers on Higher Education GW p. 20-22

* Continue Read & respond: essay + paraphrasing integration
* Continue summary/research skills

Graded Cause/Effect Essay

**Week 10**

Cause/Effect Essay

The Truth behind Lying GW p. 91

Effects of Studying Abroad GW p. 101(optional)

Continue read & respond: essay + paraphrasing integration

Graded Cause/Effect Essay

**Week 11**

Argumentative Essay

Replaced by a Robot (copy)

* Read & respond: essay + paraphrasing integration
* Continue summary/research skills

Graded Argumentative Essay

**Week 12 *(Veteran’s Day- No Classes)***

Argumentative Essay

The School Uniform Question GW p. 116

* Read & respond: essay + paraphrasing integration
* Continue summary/research skills

Graded Argumentative Essay

**Week 13**

Process Essay

 How to succeed in a job interview GW 77-78

* Read & respond: essay + paraphrasing integration

Graded Process Essay

**Week 14 (Thanksgiving Break - No classes from Wednesday till Friday)**

Expository essay

 Studying Study Skills GW p. 25-26 (optional)

* Continue read & respond: essay + paraphrasing integration

Graded Essay with paraphrasing

**Week 15**

* Paraphrasing review before the final exam/ Essay with paraphrasing

**Week 16**

**Final Exam**