**EWR005**

**Course plan**

**Goal:** Students completing Writing Five should be able to write an organized essay containing information paraphrased from an academic-level-text in a variety of formats.

**Objectives:** Teach students

* a variety of essay formats to include but not limited to argumentative, cause & effect, and comparison/contrast
* to brainstorm and outline an essay
* to organize a multi-paragraph essay to include an introduction with a thesis, body and conclusion along with appropriate transitions
* to employ supporting details such as relevant examples, statistics and explanations
* to use academic-level vocabulary with limited errors
* to employ a range of sentence structures using more complex grammatical structures with limited errors
* to write with limited errors in spelling and mechanics
* to produce written responses to authentic academic-level texts

**Goal:** Students completing Writing Five should be able to paraphrase authentic academic-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 authentic academic-level sources

**Goal:** Students completing Writing Five should be able to summarize authentic academic-level texts

**Outcomes:**

* Students should demonstrate an ability to summarize at an academic level while avoiding plagiarism

**Week 2-3 (Labor Day – 1 day off)**

* Syllabus + brief overview of course materials/objectives
* Diagnostic test: Essay (Tuesday)
* Diagnostic test: Paraphrasing (Wednesday)
* Begin paraphrasing Vocab tools & guidelines & practice
* Passive Tense Forms Review with practice
* Begin paraphrasing lessons with passives /Begin chunks of meanings + practice
* Start G/I +passives paraphrasing +practice
* Begin Subject NC lessons (10 subs with their meanings)/ Subject NC’s

**Week 4**

* NC’s +G/I +passives with practices
* Graded Paraphrasing
* Begin APA

**Week 5-7**

* Begin essay review: Transition words and connectors/ Brainstorm
* Begin opinion essay review
* Intro to research paraphrasing skills
* Intro research paper
* Read & respond: essay + paraphrasing integration
* Academic summary skills
* Why do people lie?
* Against E-voting GW p. 6-7
* The Dangers of Texting while Driving GW p. 44-45

**Week 8-9 (Fall Break - 2 days off)**

* Compare and Contrast essay
* Continue research paper
* Not as Different as You May Think GW p.68-69.
* Online and Face-to-Face Learning in a Digital Age GW 109-111
* The Urban and Rural Divide (I have a copy)
* Alternative to University Education (I have a copy)
* Read & respond: essay + paraphrasing integration

**Week 10-11 (Veteran’s Day – 1 day off)**

* Cause/Effect Essay
* Continue research paper
* Happiness GW p.146-148) (Effects of Computers on Higher Education GW p. 20-22)
* “Why do people quit their jobs?” GW p. 168-169.
* Paraphrasing of authentic academic-level texts
* Continue Read & respond: essay + paraphrasing integration

**Week 12-13**

* Argumentative Essay
* Continue research paper
* Replaced by a Robot
* Assisted suicide
* The best classroom GW p. 167-169
* Read & respond: essay + paraphrasing integration
* Academic summary skills

**Week 14 (Thanksgiving – 3 days off)**

* Process Essay
* Continue research paper
* How to succeed in a job interview GW 77-78
* Read & respond: essay + paraphrasing integration

**Week 15 (Study Day – 1 day off)**

* Expository essay
* Studying Study Skills GW p. 25-26
* Continue Read & respond: essay + paraphrasing integration
* Review before a final exam

**Week 16**

Final exam