**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 1-2**

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

**Week 3**

* Passive Tense Forms Review with 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

**Week 4 May 25 Memorial Day-No Classes**

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

**Week 5**

* Begin essay review: Transition words and connectors/ Brainstorm
* Begin Opinion essay,
* Intro to research paraphrasing skills

Graded Opinion essay “Why do people lie?”

**Week 6**

Opinion essay

**Against E-voting GW p. 6-7**

**The Dangers of Texting while driving GW p. 44-45**

* Read & respond: essay + paraphrasing integration
* Summary Skills

Graded Opinion Essay

**Week 7**

Compare and Contrast essay

“Compare your country to your friend’s country” “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

Graded Compare and Contrast essay

**Week 8**

Cause/Effect Essay

**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
* Introduce research paper skills: choosing & narrowing a topic
* Continue Read & respond: essay + paraphrasing integration

Graded Cause/Effect Essay

**Week 9-10**

Argumentative Essay **July 4 No Classes for Independence Day**

**Replaced by a Robot**

**The best classroom GW p. 167-169**

* Read & respond: essay + paraphrasing integration
* Summary Skills
* continue research paper skills: organizing a longer paper, choosing and documenting good sources

Graded Argumentative Essay

**Week 11**

Process Essay

**How to succeed in a job interview GW 77-78**

* Read & respond: essay + paraphrasing integration

Graded Process Essay

* continue research paper skills: work on papers

**Week 12**

Expository essay

**Studying Study Skills GW p. 25-26**

* Continue Read & respond: essay + paraphrasing integration

Graded Essay with paraphrasing

**Week 13**

* Paraphrasing Review before the final exam/ Essay with paraphrasing

**Week 14 Final Exam**

**Week 14 Final Exams**

**Portfolio**

**Midterm**

**Level 5--**

One mid-term, in-class draft 1 essay

One in- and out-of-class draft 1 essays

One in- and out-of-class summaries/paraphrases

**Final**

**Level 5--**

One end-of-term, in-class draft 1 essay

One in- and out-of-class draft 1 essays

One in- and out-of-class summaries/paraphrases

**Final Exam guidelines**

EWR 005: [The allotted time allowed for this exam is two and one half hours]

* Writing exam should be in the form of a five-paragraph essay.
* Writing prompts should be at the high end of level five appropriate and generated by the faculty committee.
* Writing prompts should be in the read and respond format. This means students read a short level five appropriate article during the exam time and paraphrase the support for the body of their essay from the article. Students may not use any other outside source for this. Any information from an outside source will be considered as copied.
* Students may use Microsoft Word to write their essays. They may not use Google Translator.
* The average paragraph for a student completing **level five** should be **6 - 8 lines or more**.