EWR 002

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| **EWR**  **2** | **Course Description:** The High-Beginning Writing course is designed to introduce students to the mechanics of paragraph/essay writing. Students write about familiar topics focusing on pre-writing strategies such as brainstorming and outlining as well as post-writing editing. Students are guided through the writing process to produce coherent, well-organized and adequately developed paragraphs which include a topic sentence, relevant supporting details and concluding sentence along with appropriate transitions with a goal of leading up to writing at least one essay. This class meets 4 times a week, twice for 50 minutes and twice for 75 minutes. In summer, this class meets 4 times a week, twice for 60 minutes and twice for 75 minutes. | | |
| **Course Goal:** Students completing Writing Two should be able to write a high-beginning level organized paragraph in a variety of formats. | | |
|  | **Course Objectives**  *Through course content and activities, students will be taught how to:* | **Student Learning Outcomes**  **(SLOs)**  *Based on the stated general objectives, students will be able to:* | **Assessing SLOs**  *These SLOs are observed and measured primarily through:* |
| **1** | *Correctly employ a range of sentence structures* | 1a. Write sentences using simple, compound and, to a limited degree, complex grammatical structures as taught in Grammar Two.  1b. Write sentences without serious errors in spelling and mechanics that interfere with comprehension. | ☐ Final Exam  ☐ Graded classwork  ☐ Graded homework |
| **2** | *Write an organized, three-quarter to one page typed paragraph in a variety of formats at a high-beginner level* | 2a. demonstrate an ability to write in a variety of paragraph formats such as persuasive, process, narrative, cause & effect, and comparison/contrast.  2b. demonstrate an ability to brainstorm and outline a high-beginner-level paragraph.  2c. demonstrate an ability to organize a paragraph that includes a topic sentence, body, and conclusion sentence along with appropriate transitions.  2d. demonstrate an ability to employ supporting details such as relevant examples and explanations in a cohesive and coherent manner.  1e. demonstrate an ability to correctly use high-beginner-level vocabulary.  1f. demonstrate an ability to employ a range of sentence structures as described in 1a.  1g. demonstrate an ability to write sentences without serious errors in spelling and mechanics that interfere with comprehension. | ☐ Final Exam  Graded classwork  Graded homework  ☐ Reader Response |

**EWR 002:**

* **Goal:** Students completing Writing Two should be able to write a high-beginning level organized paragraph in a variety of formats
* **Objectives:**
* Sentences: Teach students...
* to employ a range of sentence structures using simple, compound and complex grammatical structures
* to write without serious errors in spelling and mechanics that interfere with comprehension
* Paragraph: Teach students …
* to brainstorm and outline a paragraph
* to organize a paragraph to include a topic sentence, supporting details and concluding sentence along with appropriate transitions
* to employ supporting details such as relevant examples and explanations
* to write cohesive and coherent paragraphs
* to write a variety of paragraph formats such as narrative, classification, process and descriptive
* to use beginning-level vocabulary
* **Outcomes:**
* Sentences: Students should demonstrate an ability to…
* employ a range of sentence structures using simple, compound and complex grammatical structures
* write sentences without serious errors in spelling and mechanics that interfere with comprehension
* Paragraph: Students should demonstrate an ability to…
* brainstorm and outline a paragraph
* organize a paragraph to include an topic sentence, supporting details and concluding sentence along with appropriate transitions
* employ supporting details such as relevant examples and explanations
* write cohesive and coherent paragraphs
* to write a variety of paragraph formats such as narrative, cause and effect, process, opinion, and descriptive
* to correctly use beginning-level vocabulary in their paragraphs