EWR 003

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| **EWR**  **3** | **Course Description:** The Intermediate Writing course is designed to develop the writing skills that students acquired in the High-Beginning Writing course. The goal of the course is to help students learn how to write an organized, coherent essay in a variety of formats such as persuasive, cause & effect, and comparison/contrast. As such, students will learn to write well-supported, multi-paragraph essays that include an introduction with a thesis, a body and conclusion along with appropriate transitions. Focus in this course is on the process of writing including pre-and post-writing strategies such as brainstorming and outlining, as well as editing. This course also teaches students to paraphrase and summarize non-authentic texts at an intermediate-level. 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 Three should be able to write an organized, one-and-a-half page, typed essay in a variety of formats at an intermediate level as well as paraphrase and summarize non-authentic intermediate-level texts. | | |
|  | **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** | *Write an organized, one and a half page typed essay in a variety of formats at an intermediate level* | 1a. demonstrate an ability to write in a variety of essay formats such as persuasive, cause & effect, narrative, and comparison/contrast.  1b. demonstrate an ability to brainstorm and outline an intermediate-level academic essay.  1c. demonstrate an ability to organize a multi-paragraph essay that includes an introduction with a thesis, body and conclusion along with appropriate transitions with each paragraph consisting of a minimum of seven lines.  1d. demonstrate an ability to employ supporting details such as relevant examples and explanations.  1e. demonstrate an ability to use intermediate-level vocabulary with errors than level two.  1f. demonstrate an ability to employ a range of sentence structures using simple, compound and complex grammatical structures as taught in grammar three.  1g. demonstrate an ability to write with fewer errors in spelling and mechanics than found in level two.  1h. demonstrate an ability to produce written responses to non-authentic, intermediate-level texts. | ☐ Final Exam  Graded classwork  Graded homework  ☐ Reader Response |
| **2** | *Use methods of paraphrasing such as using synonyms and grammatical changes while retaining the original meaning through the use of intermediate-level sources* | 2a. demonstrate an ability to paraphrase non-authentic texts written at an intermediate-level and use these skills to avoid plagiarism.  2a.1. demonstrate an ability to use synonyms appropriately in context in a meaningful way while paraphrasing.  2a.2 demonstrate an ability to use a variety of intermediate-level grammatical forms in paraphrasing. | ☐ Final Exam  Graded classwork  Graded homework |
| **3** | *to summarize non-authentic intermediate-level texts* | 3a.demonstrate an ability to summarize non-authentic texts written at an intermediate-level while avoiding plagiarism.  3a.1 demonstrate an ability to identify the main idea and major and minor supporting details in non-authentic texts written at an intermediate-level.  3a.2. demonstrate an ability to organize a main idea and relevant supporting detail into a summary. | Final Exam  Graded classwork  Graded homework |

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**EWR 003:**

* **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 seven 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
* **Outcomes:**
* Students should demonstrate an ability to write in a variety of essay formats as narrative, persuasive, cause & effect, comparison/contrast, and descriptive
* Students should demonstrate an ability to brainstorm and outline an intermediate-level academic essay
* Students should demonstrate an ability to organize a multi-paragraph essay that includes an introduction with a thesis, body and conclusion along with appropriate transitions with each paragraph consisting of a minimum of seven lines
* Students should demonstrate an ability to employ supporting details such as relevant examples, statistics and explanations within an essay
* Students should demonstrate an ability to use intermediate-level vocabulary with fewer errors than level two
* Students should demonstrate an ability to employ a range of sentence structures using simple, compound and complex grammatical structures with fewer errors than level two
* Students should demonstrate an ability to write with limited errors in spelling and mechanics than found in level two
* Students should demonstrate an ability 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
* **Outcomes:**
* Students should demonstrate an ability to paraphrase non-authentic texts at an intermediate-level and have an understanding of how to apply these skills to avoid plagiarism
* **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
* **Outcomes:**
* Students should demonstrate an ability to summarize non-authentic texts at an intermediate-level while avoiding plagiarism