EWR 004

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| **EWR**  **4** | **Course Description:** The High-Intermediate Writing course is designed to reinforce and expand the writing skills that students acquired in the Intermediate Writing course and to set the foundation for research writing. The goal of the course is to help students to write an organized, fully-developed, coherent essay in a variety of formats such as persuasive, cause & effect, compare/contrast and argumentative by incorporating support paraphrased from authentic and non-authentic high-intermediate-level texts with a focus on the writing process and developing research and summarizing skills. This class meets 4 times a week, twice for 50 minutes and twice for 75 minutes. In summer, we are on a different schedule. In summer, this class meets 4 times a week, twice for 60 minutes and twice for 75 minutes. | | |
| **Course 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 as well as paraphrase and summarize authentic and non-authentic high-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, two-page, typed essay in a variety of formats at a high-intermediate level* | 1a. demonstrate an ability to write in a variety of essay formats to include persuasive, cause & effect, comparison/contrast and argumentative.  1b. demonstrate an ability to brainstorm and outline a high-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 eight lines.  1d. demonstrate an ability to employ supporting details such as relevant examples, statistics and explanations occasionally paraphrased from controlled high-intermediate sources.  1e. demonstrate an ability to use high-intermediate-level vocabulary with fewer errors than level three.  1f. demonstrate an ability to employ a range of sentence structures using more complex grammatical structures than taught in level three with fewer errors than level three.  1g. demonstrate an ability to write with fewer errors in spelling and mechanics than found in level three.  1h. demonstrate an ability to produce written responses to authentic and non-authentic, high-intermediate-level texts.  1i. demonstrate an ability to incorporate support paraphrased from authentic and non-authentic high-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 high-intermediate-level sources* | 2a. demonstrate an ability to paraphrase authentic and non-authentic texts written at a high-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 high-intermediate-level grammatical forms in paraphrasing. | ☐ Final Exam  Graded classwork  Graded homework |
| **3** | *to summarize authentic and non-authentic high-intermediate-level texts* | 3a.demonstrate an ability to summarize authentic and non-authentic texts written at a high-intermediate-level while avoiding plagiarism.  3a.1 demonstrate an ability to identify the main idea and major and minor supporting details in authentic and non-authentic texts written at a high-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 |

**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
* 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
* **Outcomes:**
* Students should demonstrate an ability to write in a variety of essay formats to include persuasive, cause & effect, comparison/contrast and argumentative
* Students should demonstrate an ability to brainstorm and outline a high-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 eight lines
* Students should demonstrate an ability to employ supporting details such as relevant examples, statistics and explanations occasionally paraphrased from controlled high-intermediate sources
* Students should demonstrate an ability to use high-intermediate-level vocabulary with errors than level three
* Students should demonstrate an ability to employ a range of sentence structures using more complex grammatical structures than taught in level three with fewer errors than level three
* Students should demonstrate an ability to write with limited errors in spelling and mechanics than found in level three
* Students should demonstrate an ability 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
* **Outcomes:**
* Students should demonstrate an ability to paraphrase authentic and non-authentic texts at a high-intermediate-level and use these skills to avoid plagiarism
* **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
* **Outcomes:**
* Students should demonstrate an ability to summarize authentic and non-authentic texts at a high-intermediate-levelwhile avoiding plagiarism