EWR 005

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| **EWR**  **5** | **Course Description:** The Advanced Writing course is designed to develop critical reading, thinking and writing skills through topics requiring research while also addressing the specific language needs of non-native speakers. Writing assignments include argumentative, cause & effect, comparison/contrast, and expository essays based on analysis and paraphrasing of various assigned authentic and non-authentic advanced-level sources leading up to the completion of a five-page research paper. 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 Five should be able to write an organized, two-and-a-half page, typed essay in a variety of formats at an advanced level, incorporating support paraphrased from advanced-level academic texts as well as paraphrase and summarize authentic advanced-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-and a half page, typed essay in a variety of formats while incorporating support paraphrased from advanced-level academic texts* | 1a. demonstrate an ability to write in a variety of essay formats to include, but not limited to argumentative, comparison/contrast, cause & effect, and expository.  1b. demonstrate an ability to brainstorm and outline an advanced-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 paraphrased from advanced-level sources.  1e. demonstrate an ability to use advanced-level vocabulary with limited errors.  1f. demonstrate an ability to employ a range of sentence structures using more complex grammatical structures as taught in level four with limited errors.  1g. demonstrate an ability to write with limited errors in spelling and mechanics.  1h. demonstrate an ability to produce written responses to authentic and non-authentic texts at an advanced-level.  1i. demonstrate an ability to incorporate support paraphrased from authentic advanced-level academic and literary 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 advanced-level sources* | 2a. demonstrate an ability to select and then paraphrase relevant information from a text to support an opinion, main idea, or thesis.  2b. demonstrate an ability to paraphrase authentic texts written at an advanced-level and use these skills to avoid plagiarism.  2b.1. demonstrate an ability to use academic synonyms appropriately in context in a meaningful way while paraphrasing.  2b.2 demonstrate an ability to use a variety of advanced-level grammatical forms in paraphrasing. | ☐ Final Exam  Graded classwork  Graded homework |
| **3** | *to summarize authentic advanced-level texts for research purposes.* | 3a.demonstrate an ability to summarize authentic texts written at an advanced-level while avoiding plagiarism.  3a.1 demonstrate an ability to identify the most important information in authentic texts written at an advanced-level and make judgements in the selection of supporting details for research purposes.  3a.2. demonstrate an ability to organize a main idea/thesis and relevant supports into a summary. | Final Exam  Graded classwork  Graded homework |

**EWR 005:**

* **Goal:** Students completing Writing Five should be able to write an organized, two-and-a-half page, typed essay in a variety of formats at an advanced level, incorporating support paraphrased from advanced-level academic texts
* **Objectives:** Teach students
* a variety of essay formats to include but not limited to argumentative, cause & effect, comparison/contrast, and expository
* to brainstorm and outline an advanced-level academic essay
* 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 eight lines
* to employ supporting details such as relevant examples, statistics and explanations paraphrased from other sources
* to use advanced-level vocabulary with limited errors
* to employ a range of sentence structures using more complex grammatical structures as taught in level four with limited errors
* to write with limited errors in spelling and mechanics
* to produce written responses to advanced-level academic and literary texts
* **Outcomes:**
* Students should demonstrate an ability to write in a variety of essay formats to include but not limited to argumentative, cause & effect, and comparison/contrast, and expository
* Students should demonstrate an ability to brainstorm and outline an advanced-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 paraphrased from other sources
* Students should demonstrate an ability to use advanced-level vocabulary with limited errors
* Students should demonstrate an ability to employ a range of sentence structures using complex grammatical structures taught in level four with limited errors
* Students should demonstrate an ability to write with limited errors in spelling and mechanics
* Students should demonstrate an ability to produce written responses to advanced-level academic and literary texts
* **Goal:** Students completing Writing Five should be able to paraphrase authentic advanced-level texts. Note: It doesn’t mean every text must be authentic; just that they should be able to paraphrase authentic texts by the end of the semester.]
* **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 advanced-level sources
* **Outcomes:**
* Students should demonstrate an ability to paraphrase authentic texts at an advanced-level and use these skills to avoid plagiarism
* **Goal:** Students completing Writing Five should be able to summarize authentic, advanced-level texts
* **Objectives:**
* Teach students to identify the most important information in an authentic, advanced-level text
* Teach students methods of employing paraphrasing in summarizing authentic, advanced-level texts
* **Outcomes:**
* Students should demonstrate an ability to summarize authentic texts at an advanced-level while avoiding plagiarism