

<p><b>Course: Introduction to College Writing</b></p> <p><b>Unit #/ Unit Name: Expository Writing</b></p>	<p><b>Year of Implementation: 2019-2020</b></p>
<p><b>Curriculum Team Members:</b> Michael Casey - <a href="mailto:mcasey@lrhsd.org">mcasey@lrhsd.org</a>, Margaret Fynan - <a href="mailto:mfynan@lrhsd.org">mfynan@lrhsd.org</a></p>	
<p style="text-align: center;"><b>Stage One - Desired Results</b></p>	
<p><b>Link(s) to New Jersey Student Learning Standards for this course:</b></p> <p>New Jersey Student Learning Standards for English Language Arts  <a href="http://www.nj.gov/education/cccs/2016/ela/g1112.pdf">http://www.nj.gov/education/cccs/2016/ela/g1112.pdf</a></p>	
<p><b>Unit Standards:</b></p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Transfer Goal(s): Students will be able to independently use their learning to...**

Students will be able to independently apply their understanding of effective writing strategies to communicate to a specific audience.

*Enduring Understandings*

Students will understand that. . .

EU 1

- effective writers use specific strategies (grabbing the reader's attention, developing a strong thesis; organizing evidence, and transitioning between ideas) to better inform, entertain and persuade.

EU 2

- writing involves relevant research from multiple authoritative and credible sources.

EU 3

- good writing must be well-organized and developed, with audience and purpose in mind.

EU 4

- grammar and mechanics are important to the final essay because they guide the reader through the text to help avoid confusion.

*Essential Questions*

EU 1

- How do a writer's grabber/hook, thesis, organization, and transitions help him to achieve his purpose?

EU 2

- How do research and citations lend credibility to writing?
- How does a writer determine if a source is authoritative?

EU 3

- How does my purpose define my essay type (expository—definition, causal analysis, compare/contrast; literary; and argumentative)?
- How do I craft a well-organized, developed essay?

EU 4

- What is the significance of accurate grammar and mechanics in helping the reader understand the text?

*Knowledge*

Students will know. . .

EU 1

- what a valid thesis looks like.
- why a thesis must be supported.
- what strategies writers use to grab the reader's attention.
- what strategies writers use to organize essays.
- transition words and phrases.

*Skills*

Students will be able to. . .

EU 1

- identify and evaluate effective thesis statements.
- develop a strong thesis statement.
- apply grabber strategies to introductions.
- use an outline to plan an essay.
- apply transitions to their writing.

EU 2

- valid research techniques.
- that unreliable sources exist and can appear as authoritative.
- proper quotation embedding techniques for research and citations.

EU 3

- the elements of expository essays.
- different purposes for writing expository essays.

EU 4

- the benefits of peer editing.
- focus correction areas to improve the quality of their writing.

EU 2

- use online resources to learn how to cite sources.
- evaluate the credibility of resources.
- summarize and integrate research into writing.

EU 3

- identify and critique the various elements of an expository essay (definition, causal analysis, compare/contrast).
- identify audience and determine appropriate style and rhetoric.

EU 4

- edit peer-produced essays.
- edit and revise writing to produce logically-organized, well-developed final drafts.

## Stage Two - Assessment

Other Evidence:

- Observation of students using the [Purdue Online Writing Lab](#) to look up information on citing.
- Web Quest on how to use the Purdue Online Writing Lab.
- Student-created outline to organize their writing.
- Assessment of student work (thesis statements, outlines, introductions, transitions) through teacher conferences.
- Assess understanding through analysis of peer-reviewed essays using Google Docs' share function or [TurnItIn's Feedback Studio](#).
- Student self-assessment of their progress using [TurnItIn's PeerMark Review](#).

## Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Paraphrase notes from lecture and text on formal academic writing.(A) (EU:1,2,3,4 )
- Select possible essay topics. (A) (EU:1,2 )
- Practice identifying claims, analysis, and evidence using [NoRedInk](#). (A) (EU: 1)
- Media Center Specialist presentation on evaluating research databases. (A) (EU:2 )
- Analyze and synthesize research from credible research databases during prescribed media center time. (M) (EU:1,2,3 )
- Evaluate sample essays that will serve as models of exemplary expository essays.(M) (EU:1,2,3,4 )
- Create initial draft of essay with teacher guidance. (M) (EU:1,2,3,4 )
- Create a more independent draft of initial draft focusing on the components of expository writing. (T) (EU:1,2,3,4 )
- Troubleshoot areas of improvement to initial draft during peer review sessions. (T) (EU:1,2,3,4 )
- Adapt corrections and suggestions into final draft based on feedback from peers and instructor. (T) (EU:1,2,3,4 )