

Course: Introduction to College Writing

Year of Implementation: 2019-2020

Unit #/ Unit Name: Argumentative, narrative, or other essay

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

New Jersey Student Learning Standards for English Language Arts
<http://www.nj.gov/education/cccs/2016/ela/g1112.pdf>

Unit Standards:

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.

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.

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).

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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 use the writing process in order to argue an opinion or tell a story to a specific audience.

Enduring Understandings

Students will understand that. . .

EU 1

- effective writers use specific techniques (sound logic, style, and organization) to better persuade.

EU 2

- writing involves relevant research from authoritative 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 does a writer avoid logical fallacies?
- What constitutes a writer's style?
- How does organization help a writer to persuade?

EU 2

- How do research and citations lend credibility to writing?
- What constitutes an authoritative source?

EU 3

- How do I craft a well-organized, developed essay?
- How is audience and purpose determined?
- How does audience and purpose change the format of my essay?

EU 4

- How does a writer use Standard English grammar and mechanics to improve clarity?
- How do I effectively use grammar and mechanics for more effective writing?

Knowledge

Students will know. . .

EU 1

- common logical fallacies.
- the components of a writer's style.

Skills

Students will be able to. . .

EU 1

- identify and avoid logical fallacies.
- define and use the components of style—diction and syntax.

- how to vary sentence structure and word choice.
- how to organize a proposal argument.

EU 2

- the difference between a credible and non-credible source.
- where to find credible sources.
- that imbedding sources properly into their writing is essential.

EU 3

- that effective writers use outlines to plan and organize.
- transition words and phrases.

EU 4

- the purpose of each punctuation mark.
- standard English Grammar conventions.

- use sentence variety and varied diction in their essays.
- create an outline for a proposal argument.

EU 2

- evaluate the credibility of resources.
- use the internet and research databases to find credible sources.
- summarize and integrate research into writing.

EU 3

- use an outline and transitions to draft a proposal argument.

EU 4

- edit and revise writing to produce well-organized and well-developed final drafts

Stage Two - Assessment

Other Evidence:

- Quiz on logical fallacies.
- Quiz on diction and syntax.
- Dialogues about how writers use diction and syntax.
- Assessment of student outlines and drafts.
- Assess understanding through analysis of peer-reviewed essays using Google Docs' share function or [TurnItIn's Feedback Studio](#).
- Teacher conferences with students to review claims, support and development, organization, style and purpose, and mechanics.

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.**

- Define common logical fallacies. (A) (EU 1)
- Teach students [the Paramedic Method](#). (A) (EU 4)
- Practice recognizing fallacies using [web-based logic games](#) (A) (EU: 1)
- Brainstorm possible essay topics. (M) (EU 3)
- Conference possible essay topics to evaluate which is most effective (M) (EU: 3)
- Analyze and synthesize research from credible sources. (M) (EU 2)
- Evaluate sample essays that will serve as models of exemplary proposal arguments.(M) (EU 1,2,3,4)
- Create initial draft of essay. (T) (EU 1,2,3,4)
- Troubleshoot 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)