***IEP 80 – Writing – B1***

**Course Description:** In B1 Writing, students write proficiently by producing short, moderately complex descriptive and narrative texts about familiar topics relevant to personal and academic interests or experiences.

“Moderately complex” texts are those that:

* are on a familiar and personally relevant topic
* are intended for a familiar audience
* are relatively short (3-4 paragraphs, e.g. simple essays)
* have adequate paragraph structure, appropriate use of connecting words and phrases, good control of simple structures, a good range of vocabulary, and adequate control of spelling, punctuation, and format
* demonstrate developing control of complex structures

***Writing Composition Student Learning Outcomes***

WC1 - Produce simple (1-2 body paragraphs), well-developed and well-structured texts for a variety of personal and academic purposes.

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| Instructional Objectives:* Identify the parts necessary to create a focused, well-organized and developed paragraph: topic sentence, support points, supporting details, concluding sentence, connecting words and phrases.
* Identify the purpose of an introductory paragraph and its parts: hook, background information, thesis statement
* Write an effective thesis statement that focuses on the topic of the essay: topic, controlling idea to narrow the topic, an opinion, clear, and maps what is to come in the essay. Identify how body paragraphs connect to and support the thesis statement.
* Identify what makes a conclusion effective
* Write an effective introduction that hooks the reader, provides some background information about the topic, and ends with a clear thesis statement that maps the essay to come.
* Use at least two relevant reasons and/or examples to support topic sentence
* Use specific details to explain reasons/examples
* Write a concluding sentence that refocuses on the topic point
* Employ basic cohesive devices, such as transition/connecting words and repetition of key words, within paragraphs and connecting one paragraph to the next
* Employ compound and complex sentences, using coordinating conjunctions and conjunctive adverbs effectively.
* Combine and punctuate dependent and independent clauses appropriately
* Expand vocabulary by using synonyms and antonyms relevant to the topic of the text
* Identify and use appropriate key vocabulary needed to write a text
* Use phrasal verbs appropriately
* Use comparative and superlative adjectives to elaborate on descriptions
* Identify different genres and their standard writing conventions, making appropriate compositional choices in tone, register, word choice, etc.
 | Suggested Methods of Assessments: * Write essays of various types.
* Adapt a given text to a different audience.
* Write an email or text to your grandma, your best friend, and your instructor using appropriate tone, wording and phrases for the audience and purpose.
* Write a persuasive paragraph, angry Google review, letter of request, etc.
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***Summarizing and Synthesizing Information Student Learning Outcomes***

SS1 - Write a simple 1-2 sentence summary of a text

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| Instructional Objectives:* Include all essential information, i.e. title of source text, author’s first and last name, and overall idea of text.
* Include main idea of source text Avoid using unnecessary details
* Use own words and different sentence structure to summarize ideas for text
* Use connecting words and phrases for cohesion between the two sentences
 | Suggested Methods of Assessments: * Summarize paragraphs of a text into one or two sentences.
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**Category:** **Digital Literacy**

DL1 - Effectively use digital software tools to write according to standard conventions.

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| **Instructional Objectives:*** Use more complex Microsoft Word tools to write and edit documents, e.g. using track changes, split columns, comments in group work, etc.
* Use formatting Google documents tools to write and edit documents in MLA formatting
* Use citation generator tools, such as Knight Cite, to properly cite source texts
* Exporting and importing documents across digital software, e.g. word to Google doc or word to PDF
 | **Suggested Methods of Assessments:** * Provide students with a draft document with errors and have students use track changes in Microsoft Word to edit and make changes according to MLA format.
* Have students work on a group essay project and have them use split columns and comments to brainstorm ideas, write the draft, and edit
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DL2 - Use AI responsibly and effectively in the writing process.

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| Instructional Objectives:* Demonstrate an understanding of what generative AI is and what it means to use it ethically
* Use generative AI tools to aid in brainstorming and idea generating process
 | Suggested Methods of Assessments: * Write specific prompts to generate ideas for a complex writing assignment and analyze quality of results.
* Read through several pre-created results of an AI generated essay and analyze and explain examples of bias and limitation in it.
* Use Purdue OWL or another citation generator to cite AI generated material in a text
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DL3 - Use digital discussion boards to communicate effectively by creating and responding to posts in academic contexts

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| Instructional Objectives:* Use digital learning platforms, i.e. Canvas, to create discussion board posts
* Post meaningful replies to discussion board posts, taking into account context and subject material.
* Navigate and use discussion board tools accurately to create posts and to reply, i.e finding the correct buttons for creating and editing a post, finding the correct button for linking a document or external website, etc.
 | Suggested Methods of Assessments: * Create a Canvas discussion board post
* Reply to a Canvas discussion board post.
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***Sharing Information Student Learning Outcomes:***

*None*

***Fundamentals of Handwriting Student Learning Outcomes:***

*None*