***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. |

***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. |

**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 |

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 |

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. |

***Sharing Information Student Learning Outcomes:***

*None*

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

*None*