***IEP 80 – Writing – B2***

**Course Description:** In B2 Writing, Students write proficiently by producing clear, moderately complex texts on familiar topics, both concrete and abstract, relevant to personal, academic, and professional interests or experiences, using outside sources from a variety of genres as support.

“Complex” texts are those that:

* are on increasingly abstract topics
* are intended for a clearly defined audience
* are moderate in length (5 – 10 paragraphs, e.g. moderate essays, short stories, etc.)
* have paragraphs that are developed and joined appropriately to form a coherent whole
* contain an introduction, development of ideas, and conclusion
* have some control of vocabulary, complex cohesive structures, e.g. increasingly complex grammar and sentence structures

***Writing Composition Student Learning Outcomes***

WC1 *-* Produce clear, well-structured and well-developed texts of a variety of genres and subjects, using outside sources for support, when appropriate for the genre.

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| Instructional Objectives:   * Write a persuasive essay, compare/contrast, and personal expository essay, using at least two outside sources as evidence * Create **non-essay** texts on a variety of topics and genres using some rhetorical strategies given the intended audience * Include outside sources as evidence when necessary/appropriate * Begin to identify own and other writers’ purpose and audience for different genres * Begin to identify and make compositional choices based on own audience and purpose * Identify purpose and use of ethos, pathos and logos to appeal to audience * Begin to use ethos, pathos, logos in a variety of genres to appeal to an audience * Use and punctuate conjunctive adverbs effectively * Use coordinating and subordinating conjunctions effectively * Use a variety of clause types (relative clause, adjective clause, noun clause, etc.) * Use connecting/transitional words and short phrases effectively * Identify and use key vocabulary needed to write a text * Paraphrase and summarize accurately and effectively, using an expanding range of vocabulary | Suggested Methods of Assessments:   * Write various types of essays incorporating outside sources. * Write non-essay texts, such as a brochure; a review on a piece of media; a blog post; a letter to the editor or similar expressing a complaint or opinion; a personal statement included with an application for a job, scholarship, or academic application |

WC2 - Use and integrate source information from a variety of genres effectively to support ideas, avoiding plagiarism by citing sources correctly and accurately

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| Instructional Objectives:   * Identify the purpose of using outside source information to support own ideas * Identify relevant source(s) to support arguments * Paraphrase accurately and completely using own words * Integrate at least 1 quote or paraphrase from a source, following organization and formatting conventions for the genre * Summarize accurately and completely using an appropriate length for the context * Avoid plagiarism by citing and documenting source information appropriately, using MLA formatted in-text citations and attributive phrases. * Identify and use an attributive phrase to introduce outside source information in a paragraph * Create a works cited entry | Suggested Methods of Assessments:   * Integrate paraphrases and quotes from outside sources into an original text. * Create a works cited entry using Knight Cite |

***Summarizing and Synthesizing Information Student Learning Outcomes***

SS1 – Write a summary for a variety of purposes.

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| Instructional Objectives:   * Identify parts of a good summary: focus on big idea(s) and major support points, use of own words, does not include extra details, uses connecting words/phrases for cohesion, recognizes authorial action (“the author” said..., “the writer states” ..., etc.) and is attributed to original source * Write a 1-paragraph stand-alone summary of a text, focusing on most important ideas and using own words and using cohesive devices to connect points * Write a summary of a text to integrate into own text to support personal ideas, paying attention to use of appropriate connective devices and attributive phrases for cohesion * Attribute and cite summary appropriately, following MLA guidelines/style | Suggested Methods of Assessments:   * Write a one-paragraph summary of a film to describe to a friend * Write a one-paragraph summary of a source text to reference in the writing of a research paper * Write a summary of a source text, cohesively and appropriately integrated into an essay to support personal ideas |

SS2 – Synthesize ideas from two texts for a variety of purposes.

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| **Instructional Objectives:**   * Identify and incorporate relevant information from at least two source texts that support writer’s own ideas, connecting similar ideas across the two texts * Use quotes and/or paraphrase to show connection of source information used to support own ideas * Include some of own analysis/explanation of how synthesized information is connected and supports writer's own arguments * Use appropriate connecting words and phrases to make synthesis across multiple sources cohesive | **Suggested Methods of Assessment:**   * Write a persuasive essay that includes information from two source texts to support own ideas. * Write a brochure for a business idea, using information from two source texts to back up claims. |

***Digital Literacy Student Learning Outcomes***

**DL1** - Use AI responsibly and effectively for complex writing assignments.

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| **Instructional Objectives:**   * Identify possible biases or limitations in generative AI tools * Create effective AI prompt phrases to generate ideas for complex topics * Create effective AI prompt phrases to compare information from multiple websites * Cite AI generated information appropriately, using Purdue OWL or another citation generator. | **Suggested Methods of Assessments:**   * Write specific prompts to generate ideas for a complex writing assignment and analyze quality of results, citing AI accordingly * Summarize and/or paraphrase own words from AI generated information to support own ideas in complex writing assignment, citing AI accordingly |

**DL2** - Use digital media environments (forums, discussion boards, social media) to communicate effectively by creating and responding to posts in a variety of contexts

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| Instructional Objectives:   * Use forums or discussion boards to create posts on complex topics * Post meaningful replies to discussion board or forum posts on complex topics * Create posts or reviews on a social media website * Post meaningful replies to social media posts or reviews. * Recognize posts by "trolls" and respond (or not) appropriately, taking into account cultural and informational context and use of slang | Suggested Methods of Assessments:   * Create a Canvas discussion board post on a complex topic * Reply to a Canvas discussion board post on a complex topic * Create a social media post or review (Google, Yelp, Hotwire, Instagram, FB, etc.) * Reply to a social media post or review (Google, Yelp, Hotwire, Instagram, FB, etc.) |