



Advanced Writing

Course Description:

Advanced Writing is a weighted course which prepares students for collegiate level research and academic writing. A major portion of this class is dedicated to the research writing process using MLA (Modern Language Association) style of documentation. Students also learn APA (American Psychological Association) style of documentation.

Mastery Standards:

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.ELA-Literacy.W.11-12.1)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (CCSS.ELA-Literacy.W.11-12.2.e)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (CCSS.ELA-Literacy.W.11-12.4)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) (CCSS.ELA-Literacy.W.11-12.5)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS.ELA-Literacy.W.11-12.7)

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 overreliance on any one source and following a standard format for citation. (CCSS.ELA-Literacy.W.11-12.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS.ELA-Literacy.W.11-12.9)

Unit**Description of Unit and Learning Targets****Unit Title: MLA/APA Essay Writing**Essential Questions:

- Why do we write?
- How is your style of writing influenced by purpose?
- How does each step in the process impact your writing?
- How do we evaluate writing?
- How can we use evaluation and reflection to improve our writing?
- How does accuracy in grammar and conventions enhance the effectiveness of a written work?

Writing Learning Targets:

Students will be able to:

- write an introduction with a thesis statement.
- write body paragraphs to support his or her thesis.
- use transitions to connect his or her ideas.
- write a conclusion.
- use MLA/APA or other assigned style manual to format a document.
- use well-chosen and relevant evidence and/or examples to strengthen his or her writing.
- synthesize multiple sources of information for strengthening his or her position on a topic.
- analyze information for strengthening his or her position on a topic.
- introduce and embed borrowed material while maintaining the flow of ideas.
- appropriately cite evidence.
- develop counterclaims fairly and thoroughly.
- write for a range of tasks, purposes, and audiences

Language Learning Targets:

Students will be able to:

- correctly use English grammar.
- correctly use mechanics, spelling, and punctuation.
- use language that is appropriate for context.
- demonstrate sentence fluency.