Amanda Stark

Composition Curriculum Design

Learner Outcomes

Bowling Green State University

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GENERAL OUTCOMES FOR ALL UNITS:

*Students will*

* Learn and use the multi-step process for writing, including: drafting, editing (self and peer), revising, and rewriting (knowledge, comprehension, application)
* Use standard writing conventions including: grammar, sentence structure, punctuation, and paragraph and essay structure. (knowledge, comprehension, application)
* Learn and use appropriate tone and style for formal writing. (knowledge, comprehension, application)

PERSUASIVE WRITING

*Students will*

* Read and interpret examples of persuasive writing including: Newspaper editorials, political speeches, advertisements, and reviews. (Knowledge, Comprehension)
* Define bias and identify examples in professional examples (Knowledge, Comprehension)
* Explain three types of persuasive appeals: logical, emotional, and ethical/moral (comprehension)
* Categories examples of persuasive techniques in a variety of persuasive pieces (analysis)
* Evaluate the effectiveness of persuasive techniques in a variety of persuasive pieces (evaluation)
* Identify claims and counterclaims in a variety of persuasive pieces (analyze)
* Analyze persuasive techniques, supporting evidence, from a variety of texts (analysis)
* Write persuasive combinations that use appropriate evidence to develop claims and counterclaims, and use a variety of persuasive techniques to defend a position or advertise a product. (synthesis)

Expository

*Students will*

* Read and analyze examples of a variety of expository texts, including literary analyses such as book reviews, literary interpretations, and research papers to indentify how authors examine and develop information (comprehension, analysis)
* Write a composition which analyzes a work of literature, exploring characterization, plot, setting, and so on to determine the author’s purpose (analysis, synthesis)
* Understand and explain what makes an online resource reliable or unreliable (comprehension)
* Learn how to cite sources using MLA citation and works cited lists and use digital resources such as Purdue OWL and Bibme.org to correctly cite sources (comprehension, application)
* Use digital tools such as Diigo and Zotero to gather and organize research from online sources (comprehension, application)
* Use research to write a composition that answers a specific research question and which uses MLA format for both in text citations and a works cited list (application, synthesis)

References

Chiarelott, L. (2006). *Curriculum in Context: Designing Curriculum and Instruction for Teaching and Learning in Context* (pp. 38-40). Belmont, CA: Thomson Wadsworth.

National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors.