

Writing for Academics

Arguments, Research, Analysis, and Presentation

Overview

Writing for Academics is a composition class focused on the areas of argumentative and expository writing. This is a mixed-age homeschooling group for high school students and highly motivated middle schoolers. Grades will not be given; rather, student writing will be self-evaluated, peer-evaluated, and teacher evaluated using rubrics, with the focus being on growing skills and learning the formats of writing in the academic setting.

Please note, this class will not include responses to literature/narrative pieces. There will be a combination of writing for research, analyzing and responding to given texts, and creating sound arguments addressing real-life issues. Students will learn how to format their writing according to the *MLA Handbook*. Occasional presentations of information using technology (Power Points, Prezi) will be included. It is expected that students will work on assignments and their writing between class meetings, and will be a participating member of pairs and groups in class.

The standards that follow are what will be used to guide the lessons and units of study. These are the national standards for grades 9-10, but are appropriate for all students who want to become more familiar with writing in the academic setting. While the language of this may be a bit unfamiliar if you have not recently looked at national standards, know that you will still be able to get an idea about the kind of work the students will be engaged in. I will take into consideration that there may be various levels of experience with academic writing previously, and will make sure the students understand the basics before diving in more deeply. 😊

Literacy Skills & Habits Grades 9-10

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Make claims about texts using specific textual evidence
- Paraphrase and quote relevant evidence from texts
- Produce writing that is appropriate to task, purpose, and audience
- Independently practice the writing process outside of class
- Use rubrics and checklists for self-assessment and peer review of writing

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.9-10.9. b Draw evidence from informational texts to support analysis, reflection, and research.

b. Apply grades 9–10 Reading standards to **literary nonfiction** (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of purposes, tasks, and audiences.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.1.a, b, c, d, e Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.2.a, b, c, d, e, f Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.5 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.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

L.9-10.3.a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Required Texts:

There will be required texts to purchase (2-3), but since I have only recently created this class based on the requests of families, I do not have the list yet. I am waiting on my order of books to arrive before I make a decision. The first book will not be needed until after Labor Day.