

Grade Level: 11.12	Course Title: College Composition 101	Name of Unit: Persuasive Writing
	Content Competencies	
Course Standards: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/standards-ela.pdf 11-12.W.1 11-12.W.2 11-12.W.4 11-12.W.5 11-12.W.6 11-12.W.7 11-12.W.8	Experience writing as a complex process involving recursive steps Writing process steps Adapt the writing process Recognize writing problems	
	Transfer	
	[What kinds of long-term independent accomplishments are desired? <i>Students will be able to independently use their learning to ...</i>] • Generate supportable topics for use in writing of varied lengths and topics • Support writing through a logical progression of ideas-- including a thesis, introduction, body paragraphs, and conclusion. • Analyze the impact of specific word choices on meaning and tone. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Determine appropriate point of view, tone, purpose, and audience for a variety of lengths and topics. • Assess the efficacy of writing and revise work to improve craft. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims in counterclaims.	

	Meaning	
Possible Resources: • Possible chapters from assigned NCC textbook • Example Persuasive essays provided by NCC • Online databases for research	UNDERSTANDINGS: [What specifically do you want students to understand? What inferences should they make?] <i>Students should understand that...</i> • Tone impacts the way an audience interprets writing. • Persuasive writing must have valid research to persuade the reader. • Prewriting techniques such as outlining can improve the quality of the final product.	ESSENTIAL QUESTIONS: [What thought-provoking questions will foster inquiry, meaning-making and transfer? What will <i>students keep considering?</i>] • How does point of view affect an audience's perception of a text? • How does tone alter an audience's perception of a text? • How does a piece of writing's purpose change depending on the audience? • How is persuasive writing used in practical applications?
	Acquisition of Knowledge	Acquisition of Skills
	[What facts and basic concepts should students know and be able to recall?] <i>Students will know...</i> • Tone • Purpose • Audience • Persuasive Writing • Outlines • Brainstorming • Peer Editing • Research Techniques • In-text Citations	[What discrete skills and processes should students be able to use?] <i>Students will be skilled at...</i> • Developing an appropriate tone for a particular audience. • Developing an appropriate purpose for a particular audience. • Organizing ideas in a logical progression. • Analyzing word choice and how it affects tone and style. • Synthesizing a piece of persuasive writing to present a successful argument.

