



Academic Writing 9-12 Syllabus

Course Goals

1 Planning and Beginning Writing

Students plan and draft their initial writings by exploring their personal interests in academic writing research topics.

2 Understanding and Modeling Academic Writing

Students compare and contrast examples of academic style writing to understand its common features. Students use these writings as models for their own academic writing.

3 Developing Writing Independence

Students develop independent writing practices: making goals, revising, reflecting, and editing writing.

4 Practicing Academic Editorial and Citation Styles

Students practice editing for academic editorial and citation styles.

5 Conferencing: Giving and Receiving Feedback

Students practice peer feedback and conferencing with their instructor.

Course Topics

1 Brainstorming & Planning Writing

Students explore possible research topics via their interests to begin the course. Students use this brainstorming to plan multiple (2-4) pieces of academic writing throughout the 2-week course.

2 Drafting Writing

Students draft academic writing using various methods: freewriting, outlining, mind-mapping, research notes, etc. Students will reflect on which method of drafting best meets their purposes for different pieces of academic writing.

3 Studying Models

Students compare and contrast models of academic writing with the instructor's help. As a class, they notice common elements in these models and seek to mimic the writing as they write their own academic writing pieces.

4 Reflection & Goal-Setting

Students create goals for the two-week session, then check-in on these goals throughout the course. Goals are part of a reflection practice which is revisited often throughout the course. Reflection is key to making progress in writing and solidifying learning.

5 Revising and Editing

Students differentiate between revising and editing then practice both in their own writing. They keep track of patterns in their own writing and seek to improve upon these.

6 Academic Editorial and Citation Styles

Students are introduced to academic editorial and citation styles. They learn the importance of citations and practice writing and editing their own citations.

7 Peer Feedback

Students craft peer feedback for classmates by learning how to give and receive quality feedback that is focused on revisions.

8 Conferencing with the Instructor

Students prepare to conference with the instructor about their writing by preparing questions and focusing on revisions, after independent reflection and guidance from peers.

Course Schedule

Day 1

Icebreakers

Students introduce themselves and get to know their classmates

Introduce Course and Brainstorm Interests

Students tap into their interests, are introduced to the main goals of the course, and get to know the other students better.

Individual Course Goals

Students create course goals to increase their commitment to the course. These goals help students as the instructor gauges their needs as writers, guides them, and gives directed feedback. Students return to these goals throughout the course.

Academic Writing in the Wild

Students discover academic writing is everywhere, not just in school. They discuss the purposes for writing in school and how authors write for those purposes outside of school.

Day 2

Read + Discuss Model Essay 1

Students read a model of the type of writing they will be asked to write in Essay 1, an argument essay that asks them to draw on their personal knowledge or experience.

Essay 1

Students are asked to inform and persuade the reader of an argument. This argument is their own making, and can draw from their own experience or background knowledge.

Academic Essay Mini-Lesson: Finding and Choosing Sources

Students practice finding and choosing sources appropriate to their research.

Day 3

Conference and Reflect Essay 1

Students prepare for and participate in a conference with their instructor, as well as reflect on their writing. They use both the conference and the reflections to begin revising their writing.

Read + Discuss Model Essay 2

Students read a model of the type of writing they will be asked to write in Essay 2, an essay that asks them to translate academic writing into a new genre for a more public audience.

Academic Essay Mini-Lesson: Reading, Annotating, and Notetaking

Students learn how to read, annotate, and take notes on a “text,” first practicing with an image, then moving to a scholarly reading. Students are shown how to read, understand, and interpret a text by looking closely, reading multiple times, asking questions, and taking notes.

Writer's Workshop

Students rotate around the room working with you, one another, or at stations depending on their needs.

Day 4

Read + Discuss Model Essay 3

Students read a model of the type of writing they will be asked to write in Essay 3, an essay that asks them to translate academic writing into a new genre for a more public audience.

Essay 2

Students translate an academic article into a nonacademic one, switching the audience and genre.

Academic Essay Mini-Lesson: Developing an Argument

Students learn the importance of evidence-backed arguments and practice forming their own arguments from textual evidence.

Day 5

Conference and Reflect Essay 2

Students prepare for and participate in a conference with their instructor, as well as reflect on Essay 2. They use both the conference and the reflections to begin revising Essay 2.

Read and Discuss Model Essay 4

Students read a model of the type of writing they will be asked to write in Essay 3, an essay that asks them to synthesize academic research and make an argument.

Academic Citations Lesson

Students review why citations are important and practice research skills.

Revisit and Revise Goals

Students return to their original course goals and revise them based on their progress and desires for the end of the course.

Day 6

Read + Discuss Model Essay 5

Students read a model of the type of writing they will be asked to write in Essay 3, an essay that asks them to synthesize academic research and make an argument.

Individual Brainstorming and Researching for Essay 3

Students brainstorm and gather research for Essay 3.

Academic Essay Mini-Lesson: Organizing Writing

Students study the structure of model essays and plan the structure for their Essay 3.

Peer Feedback Modeled Practice

Students observe and discuss how to give helpful, effective peer feedback.

Day 7

Read Model Essay 6

Students read a model of the type of writing they will be asked to write in Essay 3, an essay that asks them to synthesize academic

research and make an argument.

Essay 3

Students write a response to Essay 3, a synthesis essay that asks them to make an argument from multiple academic sources.

Day 8

Essay 3

Students write a response to Essay 3, a synthesis essay that asks them to make an argument from multiple academic sources.

Peer Review

Students practice reading each other's writing and providing feedback.

Optional Conferences

Students may meet with their instructor if they want extra feedback on Essay 3.

Day 9

Revising and Creating Portfolios

Students choose writing pieces for their writing portfolio and begin polishing them for the final portfolio.

Revision Conferences

Instructor helps students revise their chosen portfolio pieces in writing conferences.

Revise and Finalize Portfolios

Students prepare their writing for their portfolios via conferences and individual work.

Day 10

Revise and Finalize Portfolios

Students prepare their writing for their portfolios via conferences and individual work.

Gallery Walk

Students finalize their writing portfolios, then share with the class and give one another feedback.

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Updated on 1/15/2021