

SOAP[®] Lesson Plan Template 2

CLASSROOM

TEACHERS: COLLEGE-BASED WRITING INSTRUCTORS

Subject: Writing, Writing, and Communication

Course: Writing and Composition

Credit: 3 credit hours

Concept: 1. Specializing for genres, deep mechanics, and daily genre writing for

process and response

Learning Outcome: 1. Use rhetorical concepts/operations, various other introductory units,

genres, and genres, and connect to your Level 2 learning outcomes

Learning Outcome: 2. The ability to analyze and evaluate various genres to evaluate their

Learning Outcome: 3. Use rhetorical concepts/operations in various genres

Learning Outcome: 4. Analyze various genres/operations

Learning Outcome: 5. Develop advanced-level genre, processes, and other genres

Learning Outcome: 6. Use correct grammar for frequently used forms

Learning Outcome: 7. Use research (print and/or web) and feedback to edit and enhance

writing for process and content

CC-2020 National Communication Proficiency Standards

Writing Proficiency

Writing Proficiency

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Standard: 1. The student will respond to writing by either (a) checking and then

Level: Advanced

Outcomes: 1. Use the writing process to write short process papers/essays, think

papers, and other short process essays and other essays for students

Writing Proficiency

LEARNING OBJECTIVE: Learning Objectives: writing and writing process

OBJECTIVES:

Learning

Students will show understanding of vocabulary related to the writing process.

Students will use the plan, draft, revise, finalize, and edit stages of the writing

process/essay.

Students will demonstrate proficiency in specific rhetorical writing: planning, drafting,

revising, editing, and publishing.

Content:

Students will demonstrate proficiency writing after writing a paragraph from writing for

the student will use the writing process for the process and the writing.

LEARNING AND RESEARCH OBJECTIVES: Content objectives, including assignments, Teacher will use a variety of research, journals, the SOAP process, and the SOAP process. Teacher will use high frequency vocabulary, using the rhetorical process, and the rhetorical process and the rhetorical process.

KEY VOCABULARY: journal, research, writing, process, writing, planning, short paragraph, high frequency vocabulary, rhetorical, research, graphic organizers.