# Scope and Sequence

<table>
<thead>
<tr>
<th>Unit</th>
<th>Goals</th>
<th>Writing Tasks</th>
<th>Language Focus</th>
</tr>
</thead>
</table>
| 1: The Rhetorical Planning Wheel | ▪ Understand the Rhetorical Planning Wheel  
▪ Analyze, compare, and contrast texts  
▪ Analyze academic writing prompts | ▪ Emails to different audiences  
▪ Short-answer “ID” questions | ▪ Language conventions in emails |
| 2: Everyday and Academic Genres and Their Registers | ▪ Understand and apply genre  
▪ Analyze everyday, professional, and academic texts from different genres  
▪ Understand the connection between genre and register | ▪ Report about a writing experience  
▪ Genre transformation | ▪ Can I use I?  
▪ Register |
| 3: Explain | ▪ Understand definitions and glosses  
▪ Use sources in definitions  
▪ Analyze process explanations  
▪ Analyze cause-and-effect explanations | ▪ Contested definition  
▪ Explanation of processes, causes, and effects  
▪ Test-question answers  
▪ Extended definition  
▪ Language blog post | ▪ Relative clauses  
▪ Defining verbs  
▪ Process connectors  
▪ Cause-and-effect language |
| 4: Summarize | ▪ Chart texts for purpose, main ideas, and language use  
▪ Understand and use relationships between a source text and a summary  
▪ Organize summaries effectively | ▪ Functional summary  
▪ Informational summary  
▪ Problem/solution summary  
▪ Argument summary  
▪ Academic article summary  
▪ Press release | ▪ Category nouns  
▪ Introducing sources  
▪ Direct quotation |
| 5: Synthesize | ▪ Take notes on sources  
▪ Comparative/contrastive synthesis  
▪ Informational synthesis  
▪ General/specific organization | ▪ Contrastive synthesis  
▪ Informational synthesis  
▪ Integrative synthesis  
▪ Literature review | ▪ Comparing and contrasting connectors  
▪ Framing sentences |
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| **6: Report and Interpret Data** | - Describe data in a table, chart, or graph  
- Interpret the data in a table, chart, or graph  
- Hedge and boost claims about data | - Data commentary  
- Policy brief | - Writing about numbers  
- Verb tenses to write about data  
- References to tables and figures  
- Hedging interpretations |
| **7: Argue**         | - Analyze arguments in different disciplines  
- Analyze claims and evidence  
- Support claims with examples and sources  
- Counterarguments and contradictory findings | - Argument essay  
- Opinion editorial (op-ed) | - Hedging and boosting  
- Introducing examples  
- Hypothetical examples  
- Countering language |
| **8: Respond**       | - Differentiate response from summary  
- Write text-to-self, text-to-text, and text-to-world responses  
- Understand critique and evaluation  
- Understand reflection assignments | - Summary and response  
- Review  
- Reflection  
- Discussion board post  
- Letter to the editor | - Signaling responses  
- Hedging and boosting responses  
- Concession  
- Evaluative language  
- Verb tenses to describe experiences |
| **9: Analyze**       | - Differentiate analysis, explanation, and argument  
- Understand disciplinary frameworks  
- Analyze arguments using a rhetorical framework (ethos, logos, pathos, kairos)  
- Reorganize and synthesize information | - Rhetorical analysis  
- Visual analysis  
- Ad analysis | - Verbs for analysis  
- Nominalization |
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<tbody>
<tr>
<td><strong>Project 1:</strong></td>
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<tr>
<td>Transforming Texts</td>
<td>▪ Analyze texts about bilingualism from different genres</td>
<td>▪ Academic book blurb</td>
<td>▪ Shifting perspective between direct</td>
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<td></td>
<td>▪ Plan and conduct an interview</td>
<td>▪ Blog response</td>
<td>and indirect speech</td>
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<td>▪ Magazine profile</td>
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<td><strong>Project 2:</strong></td>
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<tr>
<td>Problem-Solution</td>
<td>▪ Analyze and research a problem in your community or coursework</td>
<td>▪ Problem-solution</td>
<td>▪ Comparing solutions</td>
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<td>Inquiry</td>
<td>▪ Identify root causes and possible solutions</td>
<td>inquiry paper</td>
<td>▪ Signaling problems and solutions</td>
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<td></td>
<td>▪ Evaluate solutions</td>
<td>▪ Literature review</td>
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<td>▪ Reflective cover letter</td>
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<td>▪ Public presentation</td>
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<td><strong>Project 3:</strong></td>
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<tr>
<td>Research Paper</td>
<td>▪ Analyze the sections of an IMRaD research paper (introduction, methods, results, and discussion)</td>
<td>▪ IMRaD paper</td>
<td>▪ Passive and active voice</td>
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<td></td>
<td>▪ Write focused research questions</td>
<td>▪ Annotated bibliography</td>
<td>▪ Question formation</td>
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<tr>
<td></td>
<td>▪ Collect and analyze data</td>
<td>▪ Abstract</td>
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<td><strong>Project 4:</strong></td>
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<tr>
<td>Personal Statement</td>
<td>▪ Understand the writer’s role in the personal statement</td>
<td>▪ Personal statement for a scholarship or university application</td>
<td>▪ Proofreading</td>
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<tr>
<td></td>
<td>▪ Analyze the prompts, audience, purpose, and structure of personal statements</td>
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<td><strong>Online Source Use Appendix</strong></td>
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<tr>
<td></td>
<td>▪ Analyze assignments</td>
<td>▪ Paraphrases</td>
<td>▪ Word families</td>
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<td></td>
<td>▪ Find useful sources online and from library databases</td>
<td>▪ Quotations</td>
<td>▪ Reporting verbs</td>
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<tr>
<td></td>
<td>▪ Evaluate the reliability of sources</td>
<td>▪ List of references</td>
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<tr>
<td></td>
<td>▪ Use integral and nonintegral citation</td>
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<td>▪ Avoid plagiarism</td>
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<td>▪ Plan a paper with sources</td>
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<td></td>
<td>▪ Understand style guides</td>
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Essential Actions for Academic Writing: A Genre-Based Approach
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