

Writing Class (080) B-1/CLB 5-6

Independent Study Requirement:

Teachers will assign reading task to be done on independent study days. The teacher is in charge of type of task and monitoring method. Tasks are not used for movement to the next level. However, teachers will keep track for the independent study award given at the end of the semester. There will need to be time set aside in the class period after independent study day each week for teachers to check in with students regarding their independent study assigned task.

Goals:

(Overall proficiency that students will be able to achieve by the end of the course.)

Students can produce short, moderately complex descriptive and narrative texts about familiar, concrete topics relevant to personal and academic interests or experiences.

“Moderately complex” texts are those that:

- are on a familiar and personally relevant topic
- are intended for a familiar audience
- are relatively short
- have adequate paragraph structure, appropriate use of connecting words and phrases, good control of simple structures, a good range of vocabulary, and adequate control of spelling, punctuation, and format
- demonstrate developing control of complex structures

Objectives

(Specific curricular elements taught through content and activities, including specific language functions and skills that assist students in achieving learning outcomes. Objectives serve as descriptive guides for day-to-day, in-class implementation. They include examples that can be used during lessons.)

Interacting with Others in everyday, professional and academic situations

Students can write formal or informal personal messages for a familiar audience that are about 1-2 paragraphs long for an expanding range of everyday social purposes, such as emails, letters, or greeting cards offering congratulations, thanks, apologies, or assistance.

Students should be able to:

- convey their intended meaning
- use language and content appropriate and relevant to the purpose
- express main ideas and support them with some detail

Reproducing Information

A. Students can reduce into 7-8 main points, short, factual oral discourse that's up to 10 minutes long, such as found in phone conversations, pre-recorded public information lines, podcasts, and short presentations.

B. Students can reduce a page of information to an outline or summary.

In A and B above, students should be able to:

- take notes and reduce oral or written information to important points in order to communicate the information to others
- use conventions common to writing bulleted or numbered lists, outlines, and summaries
- use MLA format when appropriate, such as formatting the text
- use features in Microsoft Word to help format texts
- record details, such as names, addresses, dates, times, and directions legibly and with correct spelling, capitalization, and punctuation.

Getting Things Done in personal, professional and academic endeavors

1. Students can correspond with others for routine personal and academic purposes, such as writing emails 1 paragraph long to service companies or professors that make or respond to requests.

Students should be able to:

- convey a clear message
- use language and content appropriate and relevant to the purpose and intended audience
- express main ideas and support them with some detail

2. Students can complete forms requiring 30-40 pieces of detailed personal information, such as a car rental form or a job application

Students should be able to:

- identify purpose of form and complete it with all the required information
- spell and use punctuation, capitalization, dates, numbers, and appropriate abbreviations correctly

Sharing Information in written production

Students can write 1-3 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines, or simple procedures.

Students should be able to:

- address the purpose of the task
- express main ideas and supports them with details
- provide introduction, development, and conclusion in adequate paragraph structure
- provide accurate descriptions, comparisons, or accounts of events in a clear sequence
- use appropriate connective words and phrases
- use MLA guidelines when appropriate, such as formatting the text

Learning Outcomes

(A description of what the students will know or be able to do as the result of the course instructions.)

Interacting with Others in everyday, professional and academic situations

IWO: Write formal or informal personal messages for a familiar audience that are about 1-2 paragraphs long for an expanding range of everyday social purposes

Reproducing Information

RI1: Reduce into 7-8 main points, short, factual oral discourse that's up to 10 minutes long

RI2: Reduce a page of information to an outline or summary.

Getting Things Done in personal, professional and academic endeavors

GTD1: Correspond with others for routine professional or academic purposes

GTD2: Complete forms requiring 30-40 pieces of detailed personal information.

Sharing Information in written production

SI: Write 1-3 connected paragraphs to relate a familiar sequence of events, a story, a detailed description, or a comparison of people, things, routines, or simple procedures.