

Writing Class (080) B-2/CLB 7-8

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 clear, moderately complex texts on familiar topics, both concrete and abstract, relevant to personal, professional, and academic interests or experiences.

“Moderately complex” texts are those that:

- are on a familiar and personally relevant topic
- are intended for a familiar or clearly defined audience
- are moderate in length
- have paragraphs that are developed and joined appropriately to form a coherent whole
- contain an introduction, development of ideas, and conclusion
- have good control of vocabulary, complex structures, and spelling, punctuation and format

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 3 paragraphs long for an expanding range of social purposes requiring diplomacy, tact, and some precision, such as emails, letters or greeting cards offering sympathy, clarifying a conflict, or giving reassurance.

Students should be able to:

- convey their intended explicit and implied meanings
- use language, format, and content appropriate and relevant to the purpose and audience

- express main ideas and support them with some detail

Reproducing Information

A. Students can 1) reduce into notes oral discourse about an established procedure that's up to 20 minutes long such as found in a live demonstration, over the phone, or from recorded audio-video material and then 2) use the notes to write instructions about the procedure.

B. Students can reduce a text up to 2 pages 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 main points with accurate supporting details and no major omissions in order to communicate the information to others
- convey essential information
- convey a sense of audience in language, format, and content
- use conventions common to writing bulleted or numbered lists, outlines, and summaries
- use MLA guidelines as needed to format pages, cite/attribute appropriately, and write a works cited page
- use features in Microsoft Word to help format texts

Getting Things Done in personal, professional and academic endeavors

Students can correspond with others for an expanding range of purposes in social, professional (specifically service), and academic settings, such as providing information, indicating a problem, requesting a change, or requesting information.

[Writing is up to about 3 paragraphs.]

Students should be able to:

- convey a clear purpose to the audience
- convey a clear sense of audience in language and format

Students can complete an expanded range of forms requiring over 40 pieces of detailed personal information and text responses up to one paragraph, such as forms used to 1) obtain service or induce action in the community, work, or academic settings, or 2) to apply for higher education, internships, or scholarship.

Students should be able to:

- identify purpose of form and its sections

- complete the form with required information
- spell and use punctuation, capitalization, dates, numbers, and appropriate abbreviations correctly

Sharing information in written production

Students can write 3-4 connected paragraphs to relate a historical event, provide a detailed description of an event, explain a procedure, or express and analyze opinions on a familiar abstract topic.

Students should be able to:

- convey the purpose of the task
- provide accurate and detailed descriptions, explanations, and accounts of events in a clear sequence
- develop coherent texts with good use of appropriate connective words and phrases
- use MLA guidelines as needed to format pages, cite/attribute appropriately, and write a works cited page

Students can write a paragraph to explain information in a table, graph, flow chart, or diagram.

Students should be able to:

- identify and summarize key details
- use topic specific vocabulary
- compare data from different tables, graphs, charts, diagrams, etc.

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 3 paragraphs long for an expanding range of social purposes requiring diplomacy, tact, and some precision.

Reproducing Information

RI1: Reduce into notes oral discourse about an established procedure that's up to 20 minutes long and use the notes to write instructions about the procedure.

RI2: Reduce a text up to 2 pages of information to an outline or summary.

Getting Things Done in personal, professional and academic endeavors

GTD1: Correspond with others for an expanding range of purposes in social, professional (especially service), and academic settings

GTD2: Complete an expanded range of forms requiring over 40 pieces of detailed personal information and text responses up to one paragraph

Sharing information in written production

SI1: Write 3-4 connected paragraphs to relate a historical event, provide a detailed description of an event, explain a procedure, or express and analyze opinions on a familiar abstract topic

SI2: Write a paragraph to explain information in a table, graph, flow chart, or diagram.