

## **Writing (080) C-1/ CLB 9-10**

### **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 complex formal and informal texts for a broadening range of purposes and tasks in mostly routine but demanding situations.

"Complex" texts are those that:

- are on abstract and unfamiliar topics that may require research
- are intended for a defined audience
- are lengthy, as dictated by the requirements of the task, up to about 3,000 words
- have ideas that are clearly organized and has a topic that is well-developed
- have good control of a range of complex and diverse 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 an expanding range of personal, professional, and academic messages in semi-formal or formal correspondence with a sense of audience appropriate to the occasion, intent, and context, such as writing a formal letter of resignation from a committee, a formal letter of apology, or a formal letter accepting an award, scholarship, or contract.

Students should be able to:

- convey the message with appropriate sense of audience, formality, and genre
- write with consideration for the needs and feelings of the audience
- convey intended tone

- use language, format, and content appropriate and relevant to occasion, intent, and social context.

## **Reproducing Information**

Students can reduce and synthesize complex, extensive information and ideas from multiple sources, such as lengthy continuous or formatted texts or oral discourse up to 1 hour, as an accurate outline, summary or abstract, suitable for other people's use.

Students should be able to:

- convey essential information with no major factual omissions
- analyze, sort, and synthesize relevant information
- present information with customary document layout or format
- use MLA guidelines to format pages, cite/attribute appropriately, and write a works cited page

## **Getting Things Done in personal, professional, and academic endeavors**

A. Students can write professional (especially service) or academic correspondence which may require diplomacy for a broad range of purposes, such as giving instructions; requesting services or favors; expressing and responding to complaints, claims, or adjustments; or compiling short memos or reports that convey suggestions, recommendations, requests, or updates.

B. Students can create forms and other materials with preset formats to collect and record complex information, such as surveys or graphs, charts, or diagrams for research purposes.

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

- convey main ideas clearly and support them with sufficient detail
- convey intended tone
- convey the purpose with a sense of audience, formality, and genre
- use language, format, and content appropriate and relevant to the occasion, intent, and social context/relationships.

## **Sharing information in written production**

Students can write effective, stylistically complex, and lengthy texts, such as expository or argument essays, symbolic stories, inquiry papers, problem-solution papers, or analytic reports, on previously researched topics.

Students should be able to:

- convey the purpose of the task with an appropriate sense of audience
- convey main ideas and support them with sufficient detail
- develop coherent texts with good use of appropriate connective words and phrases
- use discourse patterns and functions of definition, contrast, cause and effect, etc.
- connect ideas logically in support of a conclusion
- support propositions with evidence
- use MLA guidelines to format pages, cite/attribute appropriately, and write a works cited page

## **Learning Outcomes**

### **Interacting with Others in everyday, professional and academic situations**

IWO: Write an expanding range of personal, service, and academic messages in semi-formal or formal correspondence with a sense of audience appropriate to the occasion, intent, and context.

### **Reproducing Information**

RI: Reduce and synthesize complex, extensive information and ideas from multiple sources as an accurate outline, summary, or abstract suitable for other people's use.

### **Getting Things Done in personal, professional, and academic endeavors**

GTD1: Write professional (especially service) or academic correspondence which may require diplomacy for a broad range of purposes.

GTD2: Create forms and other materials with preset formats to collect and record complex information.

### **Sharing information in written production**

SI: Write effective, stylistically complex, and lengthy texts on previously researched topics