



# School District of Marshfield

## Course Syllabus

Course Name: AS Written Communication

Length of Course: 1 Year

Credits: 1 Credit

Course Description: Develops writing skills which include prewriting, drafting, revising, and editing. A variety of writing assignments is designed to help the learner analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter and content. Also develops reading and thinking skills through the analysis of a variety of written documents. Mid-State Technical College system requires a "B" be maintained for the year, a score of 85 or better on the Accuplacer Sentence Skills or 20/better on the ACT and completion of the portfolio.

MidState Advanced Standing Competencies:

- Read, comprehend, paraphrase, reply to and summarize a variety of fiction, nonfiction, technical and professional documents
- Compose appropriate technical and professional documents and expository, reflective, and narrative compositions in the required format, with minimal errors in conventions
  - Steps will include (as stated by Mid State Technical College):
    - Establish document purpose
    - Analyze the audience
    - Generate ideas
    - Research primary and secondary sources
    - Synthesize information from sources
    - Organize document content
    - Employ rhetorical strategies
    - Transform ideas from draft to final text
    - Design document format
    - Edit own and peers' writing
    - Use reader feedback
    - Verify usage against conventional standards
- Be sensitive to diverse audiences and competent in presenting information in interpersonal and group settings
- Use active listening skills to acquire, recall, and retain vital information
- Access and utilize available media and technology to relay information to an audience

## Common Core Standards

- Reading: Informational Text
  - By the end of grade 12, read and comprehend literary nonfiction at the high end of the the grades 11-CCR text complexity band independently and proficiently.
- Writing
  - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- Language
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will also demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Additionally, students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening. Students will also acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Speaking and Listening
  - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

### First Quarter:

1. Evaluation of Skills—Is this class for you? (1 week)
  - A. Writing sample
  - B. Grammar Pre-test and Survey
2. The Great Grammar Review (3 weeks)
  - A. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - B. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - C. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
    - a. Grammar will be reviewed based on Grammar Pre-test
      1. Sentence Style (combining sentences, varying sentence structure, etc.)
      2. Common usage errors (subj/verb agreement, fragments, comma splices, etc.)
      3. Avoiding wordiness and redundancy

- b. Use student writing and computer based programs to review
  - D. Learn and use proofreading/editing marks to be used in class throughout the year
  - E. Practice editing—Editing will consist of identifying errors and correcting them
  - F. Assessments
    - a. Formative: Online exercises, worksheets to practice grammar punctuation rules, editing exercises, and practice Accuplacer tests.
    - b. Summative: Editing and Grammar Test, Sample Accuplacer (Sentence Skills) test
3. Writing for Getting a Job (4 weeks)
- A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - B. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - C. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - D. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
  - E. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - F. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
  - G. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
  - H. Identify the importance of audience and purpose (Chapters 1 and 2—*Technical Writing for Success*)
  - I. Identify the importance of accuracy and completeness
  - J. Essential employment writing (Chapter 11—*Technical Writing for Success*)
    - a. Update resume
    - b. Write a cover letter/letter of application
    - c. Filling out a sample application
    - d. Requesting letters of recommendation (etiquette)
  - K. Unit Terms
    - e. objective
    - f. chronological order
    - g. parallel structure
  - L. Assessments

- h. Formative: Personal Inventory Prewriting, Rough drafts of resume and cover letter
  - i. Summative: Final drafts of resume, cover letter, and application
- 4. Writing the College/Scholarship Application Essay (2 weeks)
  - A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
  - D. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
  - E. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - F. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - G. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
  - H. Focus on audience and purpose
  - I. Identify format required by university/college
  - J. Practice writing for different types of prompts
  - K. Assessments
    - a. Formative: Practice with prompts from a variety of colleges/universities
      - 1. (See College Board web site)
      - 2. Rough Draft of college application essay
    - b. Summative: Write an in class response for a college essay prompt
      - 1. Quarter Grammar/Writing Test

#### Second Quarter:

- 1. The Summary Report (3 weeks)
  - A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
- D. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
- E. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- F. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- G. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

H. Identify audience and purpose

I. Deconstruct text of sample summaries

J. Choose article to write summary

- a. Discuss importance of knowing audience and purpose before writing
- b. Read and deconstruct text of sample summaries
- c. Practice writing for different audiences (tone, etiquette)
- d. Write a summary report based on an article related to intended field

K. Unit Terms

- a. connotation
- b. denotation
- c. bias
- d. plagiarism
- e. transition
- f. brevity/conciseness
- g. direct quote
- h. paraphrase

L. Assessments

- a. Formative: Deconstruction of articles, practice summaries
  - 1. Rough draft of summary report
- b. Summative: Final draft of summary report based on an article related to intended field

2. The Incident Report—Chapter 9 (1 week)

- A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
  - D. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
  - E. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - F. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - G. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
  - H. Summarize an incident using detailed description
    - I. Use chronological order
    - J. Use objective point of view
    - K. Use format presented
  - L. Assessments
    - a. Common Formative: Prewriting and rough draft of incident report
    - b. Summative: Final draft of incident report based on realistic incident in the work place
3. The Mechanism Description—Chapter 8 (1 week)
- A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
  - D. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
  - E. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- F. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - G. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
    - a. Write what the purpose of the mechanism and overall design is, what the parts are, what they look like, and what their function is
  - B. Unit Terms
    - 1. spatial order
    - 2. analogy
    - 3. active voice
  - C. Assessments
    - 1. Formative: Prewriting and rough draft of mechanism description
    - 2. Summative: Final draft of mechanism description (object from intended work place)
4. The Recommendation Report Chapter 13-14 (4 weeks)
- A. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
  - B. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - C. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - D. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - E. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
  - F. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
  - G. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - H. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should

demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

- I. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
  - J. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - K. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - L. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
    - a. Examine all aspects of a problem (personal, social, political, etc.)
    - b. Suggest a reasonable solution after explaining why other solutions will not work
    - c. Write a recommendation report using format presented
    - d. MLA parenthetical documentation and works cited required
  - E. Unit Terms
    - a. criteria
    - b. scope
    - c. solicited
    - d. unsolicited
    - e. MLA documentation
    - f. Works Cited page
  - F. Assessments
    - a. Formative: Small group practice recommendation report
      - 1. Prewriting and Rough draft of recommendation report
    - b. Summative: Final draft of recommendation report (includes Works Cited page)
      - 1. Quarter 2 Grammar and Writing Test
5. Semester One Final Project—Create portfolio of semester one writing including letter of introduction
- A. Edit and revise each piece from semester one
  - B. Write reflection letter for semester one

### Third Quarter:

- 1. Essay of Argumentation/Writing an Academic (College) Research Paper—Chapter 3 (7-8 weeks)
  - A. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)



- C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
- D. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
- E. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- F. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- G. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
- H. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- I. Conduct short as well as more sustained research projects to answer a question(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- J. Gather relevant information from multiple authoritative print and digital sources using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- K. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- M. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- N. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  - a. How authors persuade
  - b. Making and supporting a point

- c. Avoiding fallacies of thinking
- d. Deconstructing essays of argumentation
- e. Choosing a topic/taking a stance
- f. Researching/taking notes (variety of note taking methods)
- g. Synthesize information from sources
- h. Organize document content
- i. Employ rhetorical strategies
- j. Transform ideas from draft to final text
- k. Use MLA documentation to cite sources used in paper
- l. Analyze evidence
- m. Include refutation paragraph
- n. Write an annotated bibliography
- O. Unit Terms
  - a. Annotated Bibliography
  - b. plagiarism
  - c. citation
  - d. paraphrase
  - e. summary
  - f. APA vs. MLA
  - g. fallacy
  - h. analysis
- P. Assessments
  - a. Formative: Note cards or other note taking strategy, practice paraphrase and summary, practice annotated bib entry, and sentence outline
  - b. Summative: Final Draft of Argumentative Research Paper (including Annotated Bibliography)
    - 1. Research (objective) Test

#### Fourth Quarter:

- 1. Brief Correspondence Unit—Chapter 5 (2 weeks)
  - A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
  - D. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

- E. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- F. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- G. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
- H. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
- I. Identify format for memos, emails, and business letters
- J. Understand importance of word choice and tone (for audience and purpose)
  - a. Evaluate memos, emails, and business letters for appropriate word choice and tone
- K. Assessments:
  - a. Formative: Reading guides and quizzes on content presented in class
    - 1. Evaluate samples of memos, emails, and business letters (format and word choice)
    - 2. Rough drafts for Brief Correspondence Writing
  - b. Summative: Final drafts of examples of each brief correspondence studied
    - 1. Brief Correspondence (Content) Test

## 2. Process Analysis Essay (2 weeks)

- A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
- D. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
- E. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- F. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- G. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
  - H. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - I. Show an audience how to do something or explain how a process works
  - J. Identify importance of clarity
  - K. Identify importance of conciseness
  - L. Use transitions effectively
  - M. Deconstruct analysis of a process
  - N. Assessments:
    - a. Formative: Play Dough exercise, deconstruct process analysis sample
      - 1. Prewriting (including outline)
      - 2. Rough draft
    - b. Summative: Final Draft of Process Analysis Essay
3. Work Place Presentation—Chapter 6 and 12 (2 weeks)
- A. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - B. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - C. Develop and strengthen writing as needed by planning, revising, editing, re-writing, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
  - D. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information
  - E. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - F. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - G. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
  - H. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- I. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- J. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- K. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
- L. Know your purpose and audience
- M. Organize your information and determine the amount of information necessary to convey your message
- N. Identify protocol for creating brochures, flyers, and power points
- O. Present message and written document to peers/participate in question/answer session
- P. Assessments:
  - a. Formative:
    - 1. Prewriting (include graphic organizer)
    - 2. Rough draft
  - b. Summative:
    - 1. Final Draft of Work Place Written Document and Presentation
- Q. Quarter Grammar/Writing Test
- R. Accuplacer (Sentence Skills) Test

- 4. Semester Final Project—Create portfolio of semester one writing including letter of introduction
  - A. Edit and revise each piece from semester one
  - B. Write reflection letter for semester one

#### Bibliography:

- *Technical Writing for Success*. 3<sup>rd</sup> Edition. Thomson/Southwestern
- *Communicating for Success*. 3<sup>rd</sup> Edition. Thomson/Southwestern.
- *Models for Writers*. 8<sup>th</sup> Edition. By Alfred Rosa and Paul Eschholz
- *Write for College*. Write Source, Inc