# Written Communication

## Course Description:

The curriculum for this elective course is developed from the Blackhawk Technical College Written Communication Writing Competencies.

In today's fast-paced and competitive world, it is essential to be able to communicate effectively. This course will prepare you for life after Monroe High School, whether you choose to enter the workforce, attend a tech school, or attend a 2-4 year college. Students will develop writing skills which include prewriting, drafting, revising, editing, and publishing. A variety of writing assignments are designed to help the learner analyze audience and purpose, research and organize ideas, and format and design documents based on subject matter and content. This course also develops critical reading and thinking skills through a variety of written documents to be successful in today's job market, and to prepare students for a future in higher education.

This course is an articulated course taught in partnership with Blackhawk Technical College. Students will be evaluated as they would in a 300-level college course. Students who earn at least a B in this course will also receive Advanced Standing Credit for the same course at Blackhawk Technical College, a semester long course that is 3 credits. The information in this course overview outlines what students should understand and be able to do by the end of the trimester.

## Mastery Standards:

Blackhawk Technical College Writing Competencies:

1. Establish document purpose.
2. Apply audience analysis techniques.
3. Employ rhetorical strategies.
4. Generate ideas for writing.
5. Research outside sources.
6. Synthesize information from sources.
7. Organize document content.
8. Write final text from drafts.
9. Design document format.
10. Assess document for revision.
11. Edit document based on conventions of standard English.

| Unit | Description of Unit and Learning Targets |
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| **Unit Title: Writing Basics (ongoing with each mode of writing)**<br><br>Essential Questions:<br>● What makes a good writer?<br>● What makes a good editor? | Learning Targets:<br>● Understand & Follow "The Six Steps of the Writing Process"<br>  ○ Prewriting (BTC 4.a – 4.d)<br>    ■ Develop ideas using a variety of prewriting strategies<br>  ○ Drafting<br>    ■ Express thesis using multiple strategies<br>    ■ Outline using multiple strategies and organizational techniques suited to purpose (BTC 7.a – 7.c)<br>    ■ Determine necessary evidence to support argumentative thesis<br>  ○ Revising (BTC 10.a – 10.e)<br>    ■ Includes self, peer, and teacher-led guidance and feedback<br>    ■ Students are expected to incorporate revisions and suggestions into their final draft<br>  ○ Editing & Proofreading (BTC 11. a)<br>    ■ Edit for English usage against conventional standards<br>    ■ Grammar units throughout to review skills that are then expected in written work<br>    ■ Document conforms to formatting standards that also fit audience and purpose (BTC 9.a – 9.c)<br>  ○ Publishing & Presenting (BTC 8.a – 8.j)<br>    ■ Distinguish between concrete and abstract language<br>    ■ Recognize a variety of strategies for sentence style and variety<br>    ■ Describe a relationship between elements in a unified document<br>    ■ Recognize how audience affects language<br>    ■ Recognize supporting detail<br>    ■ Recognize a variety of strategies for arranging main ideas and supporting detail<br>    ■ Determine accuracy and concreteness of evidence and support<br>    ■ Determine sufficiency / relevancy of evidence / support<br>  ○ Reflecting (BTC 10.a - 10.e)<br>    ■ Writer incorporates previous criticism & feedback into strategies and plans for the next assignment<br><br>● The Six Traits of Writing<br>  ○ General overview of expectations, examples, and best practice for 6 traits and rubric<br><br>● Audience & Author's Purpose & Perspective (BTC 1.a – 1.e; 2.a – 2.c)<br>  ○ Identify the need for informative or persuasive writing<br>  ○ Matching purpose to task & audience analysis<br>  ○ Identify relevant audience traits (needs, values, ages, education / technical expertise) |
| **Unit Title: Descriptive "Bucket List" Essay**<br><br>Essential Questions:<br>● How does a writer use imagery to make writing engaging and realistic? | Learning Targets:<br>● Focus on word choice and topic development; use sensory detail, imagery, and vivid word choice to make an experience come alive.<br>● Descriptive / Narrative mode of writing (BTC 3.a – 3.c)<br>● Follows the six steps as noted above w/ BTC standards |
| **Unit Title: Problem / Solution** | Learning Targets: |

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| **Persuasive Essay**<br><br>Essential Questions:<br>● How do you catch and keep a reader's attention?<br>● How do you use rhetorical techniques (ethos, pathos, logos) to persuade?<br>● What makes a source reputable and how do you evaluate a source for reliability? | ● Focus on Persuasive & Exemplification modes of writing (BTC 3.a – 3.c)<br>● Researched support from multiple outside sources (interview, article, reports, statistics, both primary and secondary sources) (BTC 5.a – 5.f; 6.a – 6.g)<br>● Follow MLA formatting for source documentation – in-text citations and works cited page (BTC 5.b)<br>● Represent different audience attitudes (objections, common ground) toward subject and purpose) – must include a counterargument and rebuttal (BTC 6.g)<br>● Follows the six steps as noted above w/ BTC standards |
| **Unit Title: Research Project & Essay BTC 5.a – 5.f; 6.a – 6.g**<br><br>Essential Questions:<br>● How do you synthesize information from multiple texts to develop and support a claim?<br>● What are primary & secondary sources and how do you use each effectively in your research?<br>● What makes a source reputable and how do you evaluate a source for reliability? | Learning Targets:<br>● Use the Independent Investigation Method of Research (IIM)<br>● Focus on Informative mode of writing (BTC 3.a – 3.c)<br>● Follow the six steps as noted above w/ BTC standards<br>● Appropriate sources<br>  ○ Both print and web sources required<br>  ○ Secondary & Primary sources, Interviews<br>  ○ Select source information relevant to audience and purpose<br>  ○ Assess source material for concreteness, accuracy, sufficiency, relevance, and representativeness<br>● Paraphrasing & Summarizing<br>  ○ Paraphrase information from sources<br>  ○ Summarize information from sources<br>  ○ Organize notes using IIM method – by source and sub-topic<br>● Quotations<br>  ○ Quote material from sources<br>  ○ Correctly incorporate quoted material in drafts and final essay<br>● Synthesis<br>  ○ Identify and conform to accepted documentation system (APA)<br>  ○ Integrate information from a number of different sources<br>  ○ Integrate summary, paraphrases, and quotations in a single document<br>  ○ Connect diverse source material to a single purpose and audience<br>  ○ Form conclusions from evidence<br>  ○ Relate diverse source material to original purpose |
| **Unit Title: Professional Writing – Resume and Cover Letter**<br><br>Essential Questions:<br>● What makes a person a desirable employee? | Learning Targets:<br>● Focus on conciseness and application to audience / purpose (BTC 8.e, 8.j)<br>● Documents conform to appropriate format (BTC 9.a – 9.c)<br>● Document conforms to conventional standards of written English (BTC 11.a) |