

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CAOT86332	Grade Level	9, 10, 11, 12
Course Name	Developmental Writing	# of Credits	0.5
SCED Code	01105G0.5011	Curriculum Type	Connections Academy

COURSE DESCRIPTION

In this course, the student will explore the fundamental tools and techniques needed to write clear sentences, effective paragraphs, and well-organized essays for general education courses and employment settings. Using Standard American English, the student will learn to organize, clarify, and communicate written ideas, as well as how to use correct sentence structure, grammar, and parts of speech in written communication. The student will also develop skills in revising and editing to clarify voice, tone, style, and mode. By the end of the course, the student will be able to do the following:

- Assess a written passage for clear writing
- Write using Standard American English
- Write a variety of complex sentences
- Use sentence mechanics properly
- Analyze the writing process
- Analyze writing modes and their purpose
- Write an essay

WYOMING CONTENT AND PERFORMANCE STANDARDS

W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	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.
W.9-10.2.a	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2.b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	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.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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 9–10 on page 54.)
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9.b	Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
W.9-10.10	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.
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	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.
W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3.c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3.e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	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.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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.)
W.11-12.8	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.

SCOPE AND SEQUENCE

COURSE OUTLINE	STANDARD#	OUTCOMES
----------------	-----------	----------

<p>Developmental Writing In this course, the student will explore the fundamental tools and techniques needed to write clear sentences, effective paragraphs, and well-organized essays for general education courses and employment settings. Using Standard American English, the student will learn to organize, clarify, and communicate written ideas, as well as how to use correct sentence structure, grammar, and parts of speech in written communication. The student will also develop skills in revising and editing to clarify voice, tone, style, and mode. By the end of the course, the student will be able to do the following:</p> <ul style="list-style-type: none"> •Assess a written passage for clear writing •Write using Standard American English •Write a variety of complex sentences •Use sentence mechanics properly •Analyze the writing process •Analyze writing modes and their purpose •Write an essay 	W.9-10.1 W.9-10.1 W.9-10.1.a W.9-10.1.b W.9-10.1.d W.9-10.1.e W.9-10.2 W.9-10.2.a W.9-10.2.b W.9-10.2.c W.9-10.2.e W.9-10.2.f W.9-10.3.c W.9-10.3.e W.9-10.4 W.9-10.5 W.9-10.8 W.9-10.9.b W.9-10.10 W.11-12.1 W.11-12.1.a W.11-12.1.b W.11-12.1.c W.11-12.1.e W.11-12.2 W.11-12.2.a W.11-12.2.b W.11-12.2.c W.11-12.2.d W.11-12.2.e W.11-12.2.f W.11-12.3.c W.11-12.3.e W.11-12.4 W.11-12.5 W.11-12.8	<ul style="list-style-type: none"> •Identify elements that characterize clear writing, including unity, order, coherence, and diction •Describe reasons for clear writing •Identify the topic of a written passage •Identify the purpose and audience for a written passage •Assess and revise written text for unity, coherence, and word choice •Provide reasons for using Standard American English in written communication •Identify text written in Standard American English •Revise texts for Standard American English •Determine the audience for a given text •Explain purpose in writing •Explain context in writing •Explain voice and tone in writing •Explain how nouns are used in writing •Explain how verbs are used in writing •Explain how prepositions are used in writing •Explain how pronouns are used in writing •Explain how adjectives and adverbs are used in writing •Write a simple sentence •Explain subject-verb agreement •Use coordinating conjunctions and conjunctive adverbs in complex sentences •Use subordinating conjunctions in complex sentences •Analyze a passage of writing for sentence complexity and variety •Use proper punctuation when writing and editing sentences •Use spelling rules when writing and editing sentences •Use capitalization rules when writing and editing sentences •Explain how to correct sentence fragments •Explain how to correct sentence run-ons •Explain how to correct misplaced and dangling modifiers •Explain how to correct faulty parallel structure in sentences •Explain how to correct confused and misused words in sentences •Explain various prewriting techniques •Explain the purpose of writing drafts •Distinguish between revising and editing •Distinguish between different types of modes •Identify modes in writing passages •Determine the appropriate mode(s) for a given writing requirement •Use modes to organize ideas •Determine the purpose and audience of a paragraph •Write a topic sentence •Choose the key ideas to support a paragraph's topic •Write a conclusion sentence for a paragraph •Explain the characteristics of proper information used in supporting a claim •Explain the importance of citing information •Explain the difference between quotations, paraphrasing, and summarizing •Determine the purpose of an audience for an essay •Write the thesis of an essay •Outline the key ideas of an essay •Write the introduction of an essay •Write the body of an essay •Write the conclusion of an essay
--	--	---