

Florida Department of Education

COURSE DESCRIPTION - GRADES 9-12, ADULT

Subject Area: Language Arts

Course Number: 1009300

Course Title: Writing I

Credit: 0.5

Will meet graduation requirements for English

Basic Assumptions for Language Arts Education:

- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Benchmarks for the Sunshine State Standards are repeated as needed in course sequences. As students progress from one course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in the application of skills and strategies.
- Learning tasks and materials accommodate the individual needs of students.
- Technology is available for students to develop competencies in the language arts.

- A. Major Concepts/Content.** The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of essay formats.

The content should include, but not be limited to, the following:

- analysis of model essays
- impact of audience, purpose, and writing mode
- writing process strategies
- organization and support appropriate to text
- various writing experiences
- peer review techniques
- publication of final products

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. None

C. Course Requirements. These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not addressed in the Sunshine State Standards.

After successfully completing this course, the student will:

1. Demonstrate awareness of the characteristics of rhetorical modes of writing through analysis of selected model essays (e.g., narration, exposition, persuasion, description).

LA.A.2.4.1 determine the main idea and identify relevant details, methods of development, and their effectiveness in a variety of types of written material.

LA.A.2.4.2 determine the author's purpose and point of view and their effects on the text.

LA.A.2.4.3 describe and evaluate personal preferences regarding fiction and nonfiction.

LA.A.2.4.5 identify devices of persuasion and methods of appeal and their effectiveness.

LA.E.2.4.4 understand the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction.

2. **Demonstrate awareness of the impact of context on the writing process (i.e., intended audience, purpose for writing, and writing mode).**
 - LA.B.2.4.3 write fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.
 - LA.D.1.4.2 make appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias.

3. **Demonstrate use of fundamental prewriting strategies to create, select, and organize ideas.**
 - LA.A.1.4.4 apply a variety of response strategies, including rereading, note taking, summarizing, outlining, writing a formal report, and relating what is read to his or her own experiences and feelings.
 - LA.B.1.4.1 select and use appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlining.
 - LA.B.2.4.2 organize information using appropriate systems.

4. **Create drafts that demonstrate use of organizational development and supporting details appropriate to the text.**
 - LA.B.1.4.2 draft and revise writing that
 - is focused, purposeful, and reflects insight into the writing situation;
 - has an organizational pattern that provides for a logical progression of ideas;
 - has effective use of transitional devices that contribute to a sense of completeness;
 - has support that is substantial, specific, relevant, and concrete;
 - demonstrates a commitment to and involvement with the subject;
 - uses creative writing strategies as appropriate to the purpose of the paper;

- demonstrates a mature command of language with precision of expression;
- has varied sentence structure; and
- has few, if any, convention errors in mechanics, usage, punctuation, and spelling.

LA.B.2.4.4 select and use a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.

LA.D.2.4.2 understand the subtleties of literary devices and techniques in the comprehension and creation of communication.

5. Edit drafts for content, style, and mechanics; revise as appropriate; and proofread.

LA.B.1.4.3 produce final documents that have been edited for

- correct spelling;
- correct punctuation, including commas, colons, and common use of semicolons;
- correct capitalization;
- correct sentence formation;
- correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and
- correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.

6. Create a variety of focused, coherent writings (e.g., personal essay, research report, persuasive composition, autobiography, response to literature).

- 7. Participate in structured peer reviews designed to improve writing through use of suggestions, questions, and statements.**
 - LA.C.1.4.3 use effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker, and respecting the viewpoints of others.
 - LA.E.2.4.1 analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.
 - LA.E.2.4.5 analyze the relationships among author's style, literary form, and intended impact on the reader.
 - LA.E.2.4.8 know that people respond differently to texts based on their background knowledge, purpose, and point of view.

- 8. Share and publish final products in the classroom, school, or community setting (e.g., reader's theatre, magazine, newsletter, portfolio, website).**