

2007-2008 Course Syllabus

Course: **Composition**
Instructor: **Mary Schmal**

Textbooks: *Writers Inc.*
WLHS Stylebook

Supplemental Reading: **Of Mice and Men**

Purpose:

The purpose of this course is to incorporate into the student's personal and academic life the ability to communicate through personal expression as well as through academic analysis using the writing process. These skills will prepare the student for the various kinds of writing demands he/she will encounter in his/her academic, vocational, personal, and spiritual life.

Outcomes:

The student will be expected to . . .

- 1. Evaluate the importance of correctness in writing while defining the mechanics of the English language and incorporating them into writing.**
- 2. Use available technology to combine and compose effective sentences that express honest writing.**
- 3. Evaluate sentences and recommend revisions, working independently and in groups.**
- 4. Execute effective Christian, constructive criticism and implement it when receiving it from peers.**
- 5. Illustrate a deeper understanding of the writing process by gathering, synthesizing, and analyzing relevant information and composing a well-organized essay.**
- 6. Compose a well-organized paper incorporating the use of research skills, evaluation of sources, and review of organizational skills.**
- 7. Compose writing that allows free expression of unique viewpoints reflecting values of a disciple of Christ.**
- 8. Analyze literature in order to effectively summarize significant ideas and events from the story**
- 9. Discover his/her unique ability to create within the bounds of his/her God-given creativity.**

10. Develop solid creative writing techniques and apply them to a number of free writing activities as well as a publishable descriptive paragraph
11. Think through a topic of interest, compose and verbally share a personal essay with the entire class.
12. Use the full writing process to create a short story, making use of multiple revision strategies to ready the writing for publication
13. Become a member of his/her classroom "writing community" by sharing ideas often
14. Maintain a written contract (signed by student, parent or guardian, and instructor) that determines how much writing he/she will produce and what grade evaluation he/she will receive as long as the contract remains valid.
15. Incorporate into all writing Philippians 4:8: "Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things" in such a way that students balance "reality" with a sense of Christian propriety i.e. that conflict is realistically presented without dwelling on morbid details of sin.
16. Understand that clear thinking is clear writing and that the attainment of both are valuable life skills.

Course outline:

- UNIT 1: Collins 5 Types of Writing (Learning Types 1-4)**
- Demonstrate knowledge of the Collins method through frequent freewrites (type 1) and quizzes (type 2)
 - Practice self-evaluated writing using specific Focus Correction Areas (FCAs) (type 3) and peer edited writing using specific Focus Correction Areas (type 4) as well as writing through an introductory piece that also allows students to get to know one another creating a community of writers
 - Establish a comfortable writing environment that simulates authentic writing situations

Days necessary: 6 + ongoing use throughout the course

School outcomes: 3, 4, 6

Department outcomes: 1.1, 1.4, 2.1, 3.1, 3.3, 3.4, 3.5, 5

Wisconsin State Standards: B.12.1, B.12.2, D.12.1, D.12.2, E.12.1

UNIT 2: Spiritual Journal

- **Implement freewriting as means of reflection on the daily chapel**
- **The Spiritual journal will serve two purposes: most importantly, as a tool for the students' individual spiritual growth but also as a brainstorming source for a later paper.**

Days necessary: Ongoing with checkpoints at midterm and quarter

School outcomes: 1, 2, 3, 4

Department outcomes: 1.1, 2.1, 2.7, 2.8, 3.1, 3.2, 3.3, 3.4, 4.4, 5.1, 5.2, 5.3, 5.4

Wisconsin State Standards: A.12.3d, A.12.4c, B.12.2c, C.12.2, D.12.1, D.12.2

UNIT 3: Vocabulary Cards

- **Demonstrate comprehension of vocabulary found in the content of the course**
- **Demonstrate comprehension of the academic vocabulary used throughout the course**

Source: *The Academic Word List* Averil Coxhead
"Vocabulary Cards" John J. Collins, Ed.D.

Days necessary: 3 + student's own work time

School outcomes: 4, 6

Department outcomes: 1, 3, 5

Wisconsin State Standards: D.12.1, D.12.2

UNIT 4: Of Mice and Men and summarizing

- **Analyze literature to make personal connections to the story and to discover the message of the story**
- **Use sentence variety and standard paragraph structure to compose summaries of key points of the book**
- **Through class discussion and reflective writing, critique the actions of the characters in light of the truths of God's Word**

Days necessary: 12

School outcomes: 2, 3, 4, 6

Department outcomes: 1.1, 2, 3, 4, 5

Wisconsin State Standards: A.12.1, A.12.2, A.12.3, A.12.4, B, D.12.1, D.12.2, E.12.1

UNIT 5: Research Essay

- **Recognize worthwhile research skills and execute these skills effectively**
- **Compose an essay by focusing acquired information and implementing information from outside sources**

- **Apply knowledge of writing process, correctness in writing, and essay structure**

Source: **A Survivor's Guide to the Research Paper: Five Structured Assignments to Lead Students through their First Research Paper** by John J. Collins, Ed.D.

Days necessary: 14

School outcomes: 2, 3, 4, 6

Department outcomes: 1.1, 2, 3, 4.1, 5

Wisconsin State Standards: A.12.1, A.12.4, B, D.12.1, E.12.1, F.12.1

UNIT 6: Chapel Reflection

- **Synthesize ideas from reflective Spiritual Journal into a letter that discusses a meaningful chapel with the chapel presenter**
- **Making writing presentable for an audience outside the classroom**
- **Demonstrate knowledge of structure and grammar through publishable quality writing using the complete writing process (type 5)**

Days necessary: 6

School outcomes: 2, 3, 4, 6, 7

Department outcomes: 1, 2, 3, 4, 5

Wisconsin State Standards: B.12.1, B.12.2, B.12.3, C.12.2, D.12.1, D.12.2, E.12.1a, E.12.5

UNIT 7: Creative Writing Block

- **Analyze creativity and realize the unique creative gifts with which the Lord has blessed everyone**
- **Develop creative writing skills through writings that include freewrites, journal entries, discussions, and note-taking (types 1-4).**
- **Demonstrate knowledge of unique creativity through descriptive writing (type 5), personal essay writing with oral class sharing (type 5), and short story writing (type 5) that becomes an entry in a bound class booklet publication and a possible (optional) submission to a national writing contest.**

Introduction to Creative Writing

In this unit, students will be able to:

1. Use discernment in choosing their own grade (1st quarter only), and know that this is the grade they will receive unless they break their contract.
2. Learn to free their creative "right brain" to write freely in what is called "freewriting."
3. Understand the creative process by learning the creativity equation and learn how God has made them unique, creative individuals.
4. Understand the uniqueness of each of their class members through group interactive exercises.

5. Write freely about each other.
6. Know that all writers work under certain conditions and circumstances to produce their best work.
7. Analyze what good writing is.
8. Apply the basic writing concept of "showing" more than "telling."
9. Write various "freewrites" and a "show and tell" packet.
10. Read freely from a book of their choice during in-class "Reading Days."

Number of Days: 11

S. O. - 2, 3, 4, 5, 6, 7

D.O. - 2.9, 4.1, 4.3, 4.4, 3.3, 1.1, 1.4, 2.1, 2.7, 3.4, 4.2, 5.1, 2.2, 2.8, 2.4

W.S.S. - B12.1, D12.1, E12.1

Short Story Fiction Writing

In this unit, students will be able to:

1. Learn the many and varied short story genres.
2. Understand the importance of characterization in fiction.
3. See how story conflict compels the reader to read on.
4. Learn how the five parts of plot (introduction, conflict, events, climax, and resolution) are paramount to good short story writing.
5. Listen to examples of short stories by authors of their age.
6. Develop a necessary setting and mood to add interest and reality to their stories.
7. Understand that a good story "begins in the middle" and has no lack of history.
8. Draft a 500-1,000 word fictional short story.
9. Understand the importance of adding artistic "brushstrokes" to their original draft to help readers see the story's "imagery": participles, absolutes, appositives, adjectives shifted out-of-order, action verbs, powerful adjectives, and the use of all five senses.
10. Learn how to effectively use writing techniques to enhance style: simile, metaphor, hyperbole, personification, onomatopoeia, and alliteration.
11. Write six additional freewriting exercises as part of the writing process.
12. Develop a polished fictional short story, ready for publication in a class booklet.

Number of Days: 19

S.O. - 1, 2, 3, 5, 7

D.O. - 1.1, 2.7, 5.2, 3.1, 2.1, 4.3, 2.6, 5.5, 4.2, 1.3, 1.2, 3.5, 5.1, 5.4, 5.6

W.S.S. - B12.1, B12.2, B12.3, D12.1, E12.1

Personal Essay Writing

In this unit, students will be able to:

1. Learn the importance of keeping a "writer's journal" to gather writing ideas and to enhance the writing process and product.
2. Understand how personal essay is a valid writing genre since the days of Thomas Paine and the American Revolution up to today with its use in newspapers around the country.
3. Draft and edit a personal essay of approximately 500 words.
4. Willingly share essays with classmates whom they have learned to know.
5. Learn good listening techniques and the ability to give constructive criticism.
6. Enhance their speaking skills by reading to an authentic audience.
7. Make Christian discernment in all that they write, read, and hear.
8. Enjoy the uniqueness of their classmates.
9. Keep a writer's journal for three weeks.
10. Read freely from a book of their choice during in-class "Reading Days."

Number of Days: 9

S.O. - 2, 3

D.O. - 1.1, 5.1, 1.3, 1.4, 4.3, 4.4, 5.6

W.S.S. - A12.2, B12.1, B12.2, C12.1, C12.2, C12.3, D12.1, E12.1

Grading:

Quarter One/Three:

Type One Writing:	15%
Type Two Writing:	15%
Type Three Writing:	20%
Type Four Writing:	20%
Type Five Writing:	20%
Cumulative Writing Folder:	10%

Quarter Two/Four Contract:

In Quarters 2/4, students will contract for a grade (signed by student, parent/guardian/instructor) as they learn to recognize their abilities to write creatively according to their God-given abilities. Students will learn to look upon writing as a gift from God that can be used for sharing memories, thoughts, and imagination in a manner that always glorifies Christ.

Reading Days/Book Report	Short Story Revision
Contract/Portfolio	Final Copy Short Story/Extra Copy for Class Booklet
Freewritings	Quizzes
Show vs. Tell Packet	
Writer's Journal	A Contract: Much participation; Longer writings; No late scores
Creativity Quiz	B Contract: Adequate participation; Medium writings; Up to two late scores
Personal Essay	C Contract: Some participation; Shorter writings; Up to four late scores
Circle (oral) Participation	
Short Story Rough Draft	

Semester Grade is an average of the following:

Quarter One/Three (60%)

Quarter Two/Four (40%)

APPENDIX

English Department Outcomes/Wisconsin State Standards

Course: Composition

Instructor: Mrs. Mary Schmal

English Department Outcomes

Unit 1: Collins 5 Types of Writing

- 1.1 Write clearly and with purpose
- 1.4 Contribute constructively to group processes
- 2.1 Exercise independent judgment
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

Unit 2: Spiritual Journal

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 4.4 Evaluate the artist's message in light of Scripture's truths
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work

Unit 3: Vocabulary Cards

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.4 Access and use relevant information
- 2.6 Identify and evaluate alternatives/options
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time

- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

Unit 4: Of Mice and Men and summarizing

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.2 Detect logical fallacies
- 2.3 Distinguish truth from propaganda
- 2.4 Access and use relevant information
- 2.5 Seek out and evaluate multiple points of view
- 2.6 Identify and evaluate alternatives/options
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 4.1 Recognize explicit and implicit values in all forms of media
- 4.2 Apply aesthetic values to the message they see and hear
- 4.3 Appropriately identify the artist's message in his or her work
- 4.4 Evaluate the artist's message in light of Scripture's truths
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress

Unit 5: Research Essay

- 1.1 Write clearly and with purpose
- 2.1 Exercise independent judgment
- 2.2 Detect logical fallacies
- 2.3 Distinguish truth from propaganda
- 2.4 Access and use relevant information
- 2.5 Seek out and evaluate multiple points of view
- 2.6 Identify and evaluate alternatives/options
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 4.1 Recognize explicit and implicit values in all forms of media
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

Unit 6: Chapel Reflection

- 1.1 Write clearly and with purpose
- 1.3 Actively listen to interpret and evaluate spoken messages
- 1.4 Contribute constructively to group processes
- 2.1 Exercise independent judgment
- 2.2 Detect logical fallacies
- 2.3 Distinguish truth from propaganda
- 2.4 Access and use relevant information
- 2.5 Seek out and evaluate multiple points of view
- 2.6 Identify and evaluate alternatives/options
- 2.7 Apply Christian discernment
- 2.8 Validate conclusions and decisions
- 2.9 Make meaningful connections among varied data
- 3.1 Assume responsibility for their own learning
- 3.2 Establish and prioritize goals
- 3.3 Monitor and assess their own progress
- 3.4 Employ appropriate learning strategies in different situations
- 3.5 Apply available technology to facilitate learning
- 4.1 Recognize explicit and implicit values in all forms of media
- 4.2 Apply aesthetic values to the message they see and hear
- 4.3 Appropriately identify the artist's message in his or her work
- 4.4 Evaluate the artist's message in light of Scripture's truths
- 5.1 Accept responsibility for the quality of work produced
- 5.2 Make effective use of God's gift of time
- 5.3 Meet reasonable deadlines for work
- 5.4 Meet required/conventional standards for work
- 5.5 Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

Wisconsin State Standards

Unit 1: Collins 5 Types of Writing

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

Unit 2: Spiritual Journal

- A.12.3d Identify philosophical assumptions and basic beliefs underlying selected texts
- A.12.4c Draw on and integrate information from multiple sources when acquiring knowledge and developing a position on a topic of interest
- B.12.2c Given a written assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose
- C.12.2 Listen to, discuss, and comprehend oral communications

- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations and learn to be flexible and responsive in their use of English

Unit 3: Vocabulary Cards

- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations and learn to be flexible and responsive in their use of English

Unit 4: Of Mice and Men and summarizing

- A.12.1 Use effective reading strategies to achieve their purposes in reading
- A.12.2 Read, interpret, and critically analyze literature
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- A.12.4 Students will read to acquire information
- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations and learn to be flexible and responsive in their use of English
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

Unit 5: Research Essay

- A.12.1 Use effective reading strategies to achieve their purposes in reading
- A.12.4 Students will read to acquire information
- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- E.12.1 Use computers to acquire, organize, analyze, and communicate information
- F.12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings

Unit 6: Chapel Reflection

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing

- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- C.12.2 Listen to, discuss, and comprehend oral communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English
- E.12.1 Use computers to acquire, organize, analyze, and communicate information
- E.12.5 Analyze and edit media work as appropriate to audience and purpose

Unit Seven: Creative Writing: Introduction to Creative Writing

English Department Outcomes

Graduates of the WLHS English Department will be—

Effective communicators who

- 1.1: Write clearly and with purpose
- 1.4: Contribute constructively to group processes

Perceptive thinkers who

- 2.1: Exercise independent judgment
- 2.2: Detect logical fallacies
- 2.4: Access and use relevant information
- 2.7: Apply Christian discernment
- 2.8: Validate conclusions and decisions
- 2.9: Make meaningful connections among varied data

Self-directed learners who

- 3.3: Monitor and assess their own progress
- 3.4: Employ appropriate learning strategies in different situations

Discerning readers, viewers, and listeners who

- 4.1: Recognize explicit and implicit values in all forms of media
- 4.3: Appropriately identify the artist's message in his or her work
- 4.4: Evaluate the artist's message in light of Scriptural truths

Quality producers who

- 4.2: Apply aesthetic values to the message they see and hear
- 5.1: Accept responsibility for the quality of work produced

Wisconsin State Standards

Students will show sufficient ability to--

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.2c Given a written assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications

- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

Unit Seven: Short Story Fiction Writing

English Department Outcomes

Graduates of the WLHS English Department will be—

Effective communicators who

- 1.1: Write clearly and with purpose
- 1.2: Speak clearly and with purpose
- 1.3: Actively listen to interpret and evaluate spoken messages

Perceptive thinkers who

- 2.1: Exercise independent judgment
- 2.6: Identify and evaluate alternatives/options
- 2.7: Apply Christian discernment

Self-directed learners who

- 3.1: Assume responsibility for their own learning
- 3.5: Apply available technology to facilitate learning

Discerning readers, viewers, and listeners who

- 4.2: Apply aesthetic values to the message they see and hear
- 4.3: Appropriately identify the artist's message in his or her work

Quality producers who

- 5.1: Accept responsibility for the quality of work produced
- 5.2: Make effective use of God's gift of time
- 5.4: Meet required/conventional standards for work
- 5.5: Seek out the constructive criticism of others on work in progress
- 5.6 Use available technology to produce quality work

Wisconsin State Standards

Students will show sufficient ability to--

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.2c Given a written assignment to be completed in a limited amount of time, produce a well developed, well organized, clearly written response in effective language and a voice appropriate for audience and purpose
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- E.12.1 Use computers to acquire, organize, analyze, and communicate information

Unit Seven: Personal Essay Writing

English Department Outcomes

Graduates of the WLHS English Department will be—

Effective communicators who

- 1.1: Write clearly and with purpose
- 1.3: Actively listen to interpret and evaluate spoken messages
- 1.4: Contribute constructively to group processes

Discerning readers, viewers, and listeners who

- 4.3: Appropriately identify the artist's message in his or her work
- 4.4: Evaluate the artist's message in light of Scripture's truths

Quality producers who

- 5.1: Accept responsibility for the quality of work produced
- 5.6 Use available technology to produce quality work

Wisconsin State Standards

Students will show sufficient ability to--

- B.12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B.12.2 Plan, revise, edit, and publish clear and effective writing
- B.12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications
- C.12.2 Listen to, discuss, and comprehend oral communications
- D.12.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication
- D.12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.
- E.12.1 Use computers to acquire, organize, analyze, and communicate information