

Course: 1009370 Writing for College Success

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BASIC INFORMATION

Course Title:	Writing for College Success
Course Number:	1009370
Course Abbreviated Title:	WRTNG COLL SUCCESS
Course Path:	Section: Grades PreK to 12 Education Courses » Grade Group: Grades 9 to 12 and Adult Education Courses » Subject: Language Arts » SubSubject: Writing »
Number of Credits:	Half credit (.5)
Course length:	Semester (S)
Course Type:	Core
Status:	State Board Approved
Class Size?	Yes
Version Description:	This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for writing, indicating that they are not "college-ready" in writing. This course incorporates language study, the practice of writing craft strategies, and the analysis of writing selections to develop critical writing skills necessary for success in college courses, preparing students for successful completion of Florida college English courses requiring extensive grade-level writing. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K -12 Common Core standards.
General Notes:	The content should include, but not be limited to, the following: writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving

	common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.
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STANDARDS (55)

<u>LACC.3.L.1.1f:</u>	Ensure subject-verb and pronoun-antecedent agreement.
<u>LACC.4.L.1.1f:</u>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
<u>LACC.5.L.1.1d:</u>	Recognize and correct inappropriate shifts in verb tense.
<u>LACC.1112.W.1.1a:</u>	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.
<u>LACC.1112.W.1.1b:</u>	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.
<u>LACC.1112.W.1.1c:</u>	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.
<u>LACC.1112.W.1.1d:</u>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<u>LACC.1112.W.1.1e:</u>	Provide a concluding statement or section that follows from and supports the argument presented.
<u>LACC.6.L.1.1c:</u>	Recognize and correct inappropriate shifts in pronoun number and person.
<u>LACC.6.L.1.1d:</u>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
<u>LACC.6.L.1.1e:</u>	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve

	expression in conventional language.
<u>LACC.7.L.1.1c:</u>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
<u>LACC.910.L.1.1a:</u>	Use parallel structure.
<u>LACC.1112.L.1.1a:</u>	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
<u>LACC.1112.L.1.1b:</u>	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
<u>LACC.1112.W.1.2a:</u>	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.
<u>LACC.1112.W.1.2b:</u>	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.
<u>LACC.111.W.1.2c:</u>	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.
<u>LACC.1112.W.1.2c:</u>	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.
<u>LACC.1112.W.1.2d:</u>	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
<u>LACC.1112.W.1.2e:</u>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<u>LACC.1112.W.1.2f:</u>	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).
<u>LACC.1112.L.1.2a:</u>	Observe hyphenation conventions.
<u>LACC.1112.L.1.2b:</u>	Spell correctly.

<u>LACC.1112.W.1.3a:</u>	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
<u>LACC.1112.W.1.3b:</u>	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<u>LACC.1112.W.1.3c:</u>	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).
<u>LACC.1112.W.1.3d:</u>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
<u>LACC.1112.W.1.3e:</u>	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<u>LACC.1112.L.2.3a:</u>	Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<u>LACC.1112.L.2.4a:</u>	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
<u>LACC.1112.L.2.4b:</u>	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
<u>LACC.1112.L.2.4c:</u>	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
<u>LACC.1112.L.2.4d:</u>	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<u>LACC.1112.L.2.5a:</u>	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
<u>LACC.1112.L.2.5b:</u>	Analyze nuances in the meaning of words with similar denotations.
<u>LACC.1112.W.3.9a:</u>	Apply grades 11–12 Reading standards to literature (e.g.,

	<p>“Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>
<u>LACC.1112.W.3.9.b:</u>	<p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
<u>LACC.1112.L.1.1:</u>	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
<u>LACC.1112.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<u>LACC.1112.L.2.3:</u>	<p>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 or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
<u>LACC.1112.W.3.7:</u>	<p>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</p>

	sources on the subject, demonstrating understanding of the subject under investigation.
<u>LACC.1112.W.3.8:</u>	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.
<u>LACC.1112.L.3.4:</u>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<u>LACC.1112.L.3.5:</u>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<u>LACC.1112.L.3.6:</u>	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.
<p><u>LACC.1112.W.1.1:</u></p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.
<p><u>LACC.1112.W.1.2:</u></p>	<p>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.</p> <ol style="list-style-type: none"> 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. 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. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the

	<p>relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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).
<p><u>LACC.1112.W.1.3:</u></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<p><u>LACC.1112.W.2.4:</u></p>	<p>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.)</p>
<p><u>LACC 1112 W 2 5:</u></p>	<p>Develop and strengthen writing as needed by planning, revising,</p>

	editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>LACC.1112.W.2.6:</u>	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.
<u>LACC.1112.W.3.9:</u>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
<u>LACC.1112.W.4.10:</u>	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
<u>LACC.6.L.1.2:</u>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.



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