

# **COURSE SYLLABUS**

**Course Title: English Language Arts/Writing  
(8<sup>th</sup> Grade, Pre-Intermediate)  
The Asian International School**

## **I. INSTRUCTIONAL RESOURCES:**

A. Text: Inside Writing Student Book – Level C

Program Author – Gretchen Bernabei National Geographic Learning / Cengage Learning

B. Other Resource: Student eEdition – [www.myngconnect.com](http://www.myngconnect.com)

Inside Writing Student Book – Level C Program Author – Gretchen Bernabei National Geographic Learning / Cengage Learning

## **II. COURSE PREREQUISITE:**

A. Inside Common Core – Level A and Level B

Program Authors – David W. Moore, Deborah J. Short, Michael W. Smith, Alfred W. Tatum, Josefina Villamil Tinajero National Geographic Learning / Cengage Learning

## **III. COURSE DESCRIPTION**

This course provides a comprehensive study and application of various types of writing. The primary instructional resource in this course is the Inside C student writing book in which the pre-intermediate writing module is derived from. The module focuses on the last two chapters of the text, which introduce the students to the writing styles, process and conventions. In order to develop students' writing skills, each module follows the essential steps in writing, specifically analysis of the model article or essay, prewrite, draft, revise, edit and proofread. These writing steps include different examples and exercises which are deemed useful for the teachers and students. To add meaning and express appreciation, some activities require students to present in class and to share their reflections.

## **IV. COURSE GOALS**

All writing lessons in this course adhere to the goals set by the Common Core State Standard. Here are the course goals of Pre-Intermediate Writing.

At the end of this course, the students will be able to:

- Develop their skills by utilizing the progressive steps in writing, such as prewrite, draft, revise, edit and proofread.
- Apply writing strategies in organizing and elaborating their ideas and using the appropriate conventions.
- Create impactful presentations with the use of multimedia and share insightful reflections in class.

- Write for a variety of purposes, for example narrative, informative or explanatory, and argumentative.

## **V. COURSE OBJECTIVES**

### **A. Module 1 – Use the Writing Process: Write a Personal Narrative**

☒ The students will write personal narratives about the most important events of their lives. The students will apply the strategies that they have learned in editing and proofreading, such as the use of editing and proofreading marks.

The students will use the steps in writing to develop their personal narratives. The students will plan and prepare presentations with the use of multimedia. They will also share their reflections in class.

### **B. Module 2 – Write as a Storyteller: Modern Fairy Tale**

☒ The students will write modern fairy tales in which their main characters have to solve problems. The students will appreciate the importance of organization in story writing. They will connect their ideas using the right transitions. The students will follow each step in the writing process to develop their stories. The students will share their reflections in class, and they will present their stories through dramatic reading.

### **C. Module 3 – Write as a Friend: Friendly Letter**

☒ The students will write friendly letters to tell someone close to them about what’s happening in their lives. The students will utilize each step in the writing process to compose their friendly letters. The students will apply the writing conventions, such as the grammar workout, spelling workout and mechanics workout, to make their letters clear and understandable.

### **D. Module 4 – Write as an Advocate: Public Service Announcement**

☒ Each student will write a public service announcement about a cause that he/she has recently supported or is currently supporting. The students will construct effective sentences by using the writing strategies. The students will utilize each step in the writing process to create public service announcements. The students will apply the writing conventions, such as the grammar workout, spelling workout and mechanics workout, to make their letters clear and understandable.

### **E. Module 5 – Write as a Citizen: Persuasive Essay**

☒ The students will write persuasive essays about food-related issues. The students will compose persuasive essays that appeal to logic and emotion. The students will utilize each step in the writing process to construct their persuasive essays. The students will share their reflections and present their persuasive essays in class.

### **F. Module 6 – Write to Describe: Story Scene**

☒ The students will write about unforgettable places that they have been or they have read or imagined. The students will develop story scenes that hook the readers with their strong introductions, use sensory details to create clear images in the readers’ minds and show the setting of the story. The students will utilize each step in the writing process to compose their story scenes.

### **G. Module 7 – Write as a Reporter: Cause-and-Effect Essay**

☑ The students will write cause-and-effect essays about important changes in their communities. They will explore the causes of change and consider the effects that they brought about. The students will use strong voice and effective style in writing.

The students will utilize each step in the writing process to compose their cause-and-effect essays. The student will present their essays in class, share their reflections and give their feedback.

#### **H. Module 8 – Write as a Community Member: Problem-and-Solution Essay**

☑ The students will write essays that discuss about the problems in their school, neighborhood or communities. They will also cite possible solutions to these problems. The students will employ some writing traits, like focus and unity, to present the problems and solutions clearly. The students will utilize each step in the writing process to compose their problem-and-solution essays. The students will present their essays in class, and they will be able to get the reactions of their classmates to their arguments.

### **VI. COURSE REQUIREMENTS**

#### **A. Assessments**

1. Formative Assessments In this course, assessments play an important role in determining students' improvements, especially in the developments of their writing skills. Every part of the lesson is incorporated with formative assessments, which are vital for the teachers, so that they can apply appropriate instructions and extend help needed by the students. In the text, writing activities include different kinds of assessments; for example error analysis, using the writing rubric, students will be able to compare and discuss the reasons why one model paper has the highest or the lowest score among the rest. Moreover, students will be able to cite opportunities on how to improve each piece of writing. And at the end of this course, students are expected to write for various purposes.

2. Summative Assessment Summative assessments are in the forms of midterm and final exams, or writing projects. Students are required to take these exams every semester. Midterm and final exams are comprised of the writing tasks and other writing exercises. Midterm exam is 30%, and final exam is 30% of the students' grades.

#### **B. Other Course Requirements**

1. Homework Teachers can design homework which they think are suitable for the students and the lesson. Considering the time and other factors, they should decide when and what part of the lesson should be given as homework. Students should be made aware that homework is part of their class performance.

2. Class Activities and Exercises All modules include clear and distinct writing steps: prewriting, drafting, revising editing and proofreading. Each step in the writing process is vital to help the students develop their writing skills and to discover some opportunities for improvement. Teachers should be able to make the most of the exercises and examples in the modules as they serve significant purposes.

### **VII. EVALUATION AND GRADING**

A. The grading system is divided into three major parts: Midterm Exam, Final Exam and Class Performance. See table of grading system below.

- Create impactful presentations with the use of multimedia and share insightful reflections in class.
- Midterm Exam 30%
- Final Exam 30%
- Class Performance (40%): Attendance, Behavior, Class Participation, Monthly Test, Class Activities and Exercises, Writing Projects

### VIII. GRADING SCALE

Below is the school's standard grading scale:

Letter	Range	Percentages
A	90-100	90% (High Distinction)
B	80-89	80% (Distinction)
C	65-79	70% (Pass with merit)
D	50- 64	60% (Pass)
F	0- 49	Below 60% (Fail)

### IX. COURSE OUTLINE

SEMESTER	MONTH	TOPIC	CONTENT	MODULE
1	AUG.	Use the writing process: Write a personal narrative	I. The Writing Process Introduction II. Edit and Proofread A. Discussion of Editing and proofreading guidelines and marks. II. Your Job as a Writer A. Writing Prompt: Write a Personal Narrative III. Prewrite A. Collect Ideas B. Choose Your Topic C. Choose Your Audience D. Choose Your Purpose E. Organize Your Ideas IV. Draft A. First Draft B. Getting Started V. Revise A. Revision in Action VI. Edit and Proofread A. Review and Application VII. Presentation Manual	1
	SEPT.	Write as a storyteller: Modern fairy tale	I. Model Study: Modern Fairy Tale II. Organization A. Writing Rubric	2

			<p>III. Raise the Score</p> <p>IV. How to Make Your Ideas Flow</p> <p>V. Writing Prompt: Write a Modern Fairy Tale</p> <p>V. Prewrite</p> <p>VI. Draft</p> <p>A. Drafting Tips</p> <p>VII. Revise</p> <p>A. Revision in Action</p> <p>VIII. Edit and Proofread</p> <p>IX. Presentation Manual</p>	
	<b>OCT.</b>	<b>Write as a friend: Friendly letter</b>	<p>I. Model Study: Friendly Letter</p> <p>II. Writing Prompt: Write a Friendly Letter</p> <p>III. Prewrite</p> <p>IV. Draft</p> <p>A. Drafting Tips</p> <p>V. Revise</p> <p>A. Revision in Action</p> <p>VI. Edit and Proofread</p> <p>A. Grammar Workout B. Spelling Workout C. Mechanics Workout</p>	<b>3</b>
	<b>NOV.</b>	<b>Write as an advocate: Public service announcement</b>	<p>I. Model Study: Public Service Announcement</p> <p>II. Write Effective Sentences</p> <p>A. Combine Sentences B. Vary Your Sentences C. Streamline Your Sentences D. Keep Your Sentences Parallel</p> <p>III. Writing Prompt: Public Service Announcement</p> <p>IV. Prewrite</p> <p>V. Draft</p> <p>A. Drafting Tips</p> <p>VI. Revise</p> <p>A. Revision in Action</p> <p>VII. Edit and Proofread</p> <p>A. Grammar Workout B. Spelling Workout C. Mechanics Workout</p>	<b>4</b>
			I. Model Study: Persuasive Essay	

1 & 2	DEC. - JAN.	<b>Write as a citizen: Persuasive essay</b>	<ul style="list-style-type: none"> <li>II. Appeal to Logic</li> <li>III. Appeal to Emotion</li> <li>IV. Writing Prompt: Write a Persuasive Essay</li> <li>V. Prewrite</li> <li>VI. Draft <ul style="list-style-type: none"> <li>A. Drafting tips</li> </ul> </li> <li>VII. Revise <ul style="list-style-type: none"> <li>A. Revision in Action</li> </ul> </li> <li>VIII. Edit and Proofread <ul style="list-style-type: none"> <li>A. Grammar Workout B. Spelling Workout C. Mechanics Workout</li> </ul> </li> <li>IX. Presentation Manual</li> </ul>	5
2	FEB.	<b>Write to describe: Story scene</b>	<ul style="list-style-type: none"> <li>I. Model Study: Story Scene</li> <li>II. Writing Prompt: Write a Story Scene</li> <li>III. Prewrite</li> <li>IV. Draft <ul style="list-style-type: none"> <li>A. Drafting Tips</li> </ul> </li> <li>V. Revise <ul style="list-style-type: none"> <li>A. Revision in Action</li> </ul> </li> <li>VI. Edit and Proofread <ul style="list-style-type: none"> <li>A. Grammar Workout B. Spelling Workout C. Mechanics Workout</li> </ul> </li> </ul>	6
	MAR.	<b>Write as a reporter: Cause-and-Effect Essay</b>	<ul style="list-style-type: none"> <li>I. Model Study: Cause- and-Effect Essay</li> <li>II. Voice and Style</li> <li>III. Writing Rubric <ul style="list-style-type: none"> <li>A. Raise the Score</li> </ul> </li> <li>IV. Writing Prompt: Cause-and-Effect Essay</li> <li>V. Prewrite</li> <li>VI. Draft <ul style="list-style-type: none"> <li>A. Drafting Tips</li> </ul> </li> <li>VII. Revise <ul style="list-style-type: none"> <li>A. Revision in Action</li> </ul> </li> <li>VIII. Edit and Proofread</li> <li>IX. Presentation Manual</li> </ul>	7

	<b>APR. - MAY</b>	<b>Write as a community member: Problem- Solution Essay</b>	I. Model Study: Problem-and-Solution Essay II. Focus and Unity III. Writing Rubric A. Raise the Score IV. State a Claim V. Stay in Control from the Start to Finish VI. Writing Prompt: Write a Problem-and-Solution Essay VII. Prewrite VIII. Draft A. Drafting Tips IX. Edit and Proofread X. Presentation Manual	<b>8</b>
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## **X. MIDTERM AND FINAL EXAMS COVERAGE**

### **A. Semester 1**

#### 1. Midterm Exam

Module 1 – Use the Writing Process: Write a Personal Narrative ☐

Module 2 – Write as a Storyteller: Modern Fairy Tale 2. Final Exam

Module 3 – Write as a Friend: Friendly Letter ☐

Module 4 – Write as an Advocate: Public Service Announcement

### **B. Semester 2**

#### 1. Midterm Exam

Module 5 – Write as a Citizen: Persuasive Essay ☐

Module 6 – Write to Describe: Story Scene 2. Final Exam

Module 7 – Write as a Reporter: Cause-and-Effect Essay ☐

Module 8 – Write as a Community Member: Problem-and-Solution Essay