

## Language Usage: Writing: Plan, Organize, Develop, Revise, Research Create Cohesion, Use Transitions

### Students: DesCartes Statements:

#### Students:

##### RIT 231-240:

- Identifies the method of organization used in a multi-paragraph composition (chronological)

#### Students:

##### RIT 221-230:

- Evaluates titles for persuasive writing
- Identifies the method of organization used in a multi-paragraph composition (chronological)
- Identifies the thesis statement for a given passage
- Recognizes transitional words and phrases
- Uses clear transitional words and phrases in writing
- Uses clustering as a prewriting strategy
- Uses counterarguments in persuasive essays
- Uses rhetorical questions in persuasive writing

#### Students:

##### RIT 211-220:

- Analyzes writing to revise multiple-paragraph compositions
- Chooses the best transition word for cause/effect paragraphs
- Describes the characteristics of effective multiple-paragraph compositions
- Describes the structure of formal outlines
- Describes the writing tasks organized by a particular graphic organizer
- Evaluates the results of visual graphics within a research paper
- Evaluates titles for persuasive writing
- Evaluates which sentence will best serve as a topic sentence for a given subject
- Explains how to best organize directions
- Identifies cause/effect organizational patterns
- Identifies the appropriate style for a summary
- Identifies the method of organization used in a multi-paragraph composition (chronological)
- Identifies the pattern of organization used in a writing sample (sequence)
- Identifies the topic sentence of a paragraph
- Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing
- Recognizes transitional words and phrases
- Revises sentence order in paragraphs for clarity
- Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose
- Selects the best topic sentence for a given paragraph
- Uses organizing as a prewriting strategy
- Uses prewriting strategies to plan written work
- Uses rhetorical questions in persuasive writing
- Uses strong concluding sentences
- Writes an introductory paragraph to introduce the main topic

#### Students:

##### RIT 201-210:

- Analyzes characteristics of fictional writing
- Brainstorms and evaluates topics described by a given set of supporting details
- Chooses process/sequence essays as the most effective form to achieve the given purpose
- Evaluates the results of visual graphics within a research paper
- Evaluates titles for persuasive writing
- Evaluates which graphic organizer would be most useful for a given writing task
- Identifies cause/effect organizational patterns
- Identifies how details are arranged when using sequential organization
- Identifies the appropriate style for a summary
- Identifies the main idea for a given passage (not thesis statement)
- Identifies the main topic in an outline
- Identifies the pattern of organization used in a writing sample (sequence)
- Identifies the topic sentence of a paragraph
- Interprets outlines
- Orders sentences logically to form clear paragraphs
- Orders sentences sequentially to form clear paragraphs

- Organizes text into paragraphs with a clear beginning, middle, and ending using transitions and logical sequencing
- Revises sentence order in paragraphs for clarity
- Selects comparison-contrast reasoning as the most effective method to organize writing for a given purpose
- Uses multi-paragraph organization to develop ideas
- Uses note taking as a prewriting strategy
- Uses strong concluding sentences

**Students:**

**RIT 191-200:**

- Analyzes characteristics of fictional writing
- Brainstorms and evaluates topics described by a given set of supporting details
- Brainstorms supporting details for a given topic
- Identifies the main topic for an outline
- Identifies the topic sentence of a paragraph
- Interprets outlines
- Orders sentences logically to form clear paragraphs
- Orders sentences sequentially to form clear paragraphs
- Recognizes examples of compare and contrast essays
- Records key thoughts as a prewriting strategy
- Revises sentence order in paragraphs for clarity
- Selects cause/effect as the most appropriate organizational form
- Selects topics appropriate for business formats
- Uses note taking as a prewriting strategy
- Uses strong concluding sentences

**Students:**

**RIT 181-190:**

- Brainstorms supporting details for a given topic
- Identifies sentence order to form a paragraph
- Orders sentences sequentially to form clear paragraphs
- Recognizes that sentences in a paragraph all relate to one central idea
- Selects an introductory sentence for a report on a given subject
- Selects topics appropriate for business formats

**Students:**

**RIT 171-180:**

- Brainstorms supporting details for a given topic
- Brainstorms topics described by a given set of supporting details
- Distinguishes between main topic and supporting details (using a set of words)
- Identifies beginning sentences for paragraphs appropriate to topic
- Identifies ending sentences for paragraphs appropriate to topic