

Language Usage: Writing: Purposes; Language: Plan, Develop, Edit Plan for Purpose, Audience; Conduct Research

Students: DesCartes Statements:

Students:

RIT Above 230:

- Evaluates the relevance of potential research questions
- Uses evidence in support of a thesis statement

Students:

RIT 221-230:

- Evaluates the level of detail and information appropriate for a given audience

Students:

RIT 211-220:

- Uses organizing as a prewriting strategy
- Evaluates to determine what type of language is most appropriate for a given purpose
- Identifies suitable research questions
- Gathers research information from analyzing original documents
- Describes the writing tasks organized by a particular graphic organizer
- Determines the most appropriate thesis statement for a given scenario
- Identifies appropriate content for a research paper
- Defines plagiarism
- Describes the appropriate format for citing sources

Students:

RIT 201-210:

- Selects appropriate vocabulary for a given audience
- Explains which voice is most appropriate for writing intended for a specific audience
- Selects the appropriate tone for a given purpose
- Evaluates to determine what type of language is most appropriate for a given purpose
- Brainstorms and evaluates topics described by a given set of supporting details
- Identifies an appropriate, relevant source for research information
- Collects information from print resources
- Evaluates which graphic organizer would be most useful for a given writing task
- Interprets outlines
- Determines the most appropriate thesis statement for a given scenario
- Recognizes ways to represent data
- Describes the elements that are typically included in informational writing

Students:

RIT 191-200:

- Identifies the appropriate audience for use of slang words
- Selects appropriate vocabulary for a given audience
- Considers audience when selecting topic
- Uses form appropriate to audience
- Brainstorms supporting details for a given topic
- Brainstorms and evaluates topics described by a given set of supporting details
- Uses webs as a prewriting strategy
- Records key thoughts as a prewriting strategy
- Interprets outlines

Students:

RIT 181-190:

- Evaluates writing samples to determine which tone or persona is most appropriate for writing to a specific audience
- Revises sentences to improve more word choice
- Recognizes that sentences in a paragraph all relate to one central idea
- Recognizes that topic sentences often begin paragraphs
- Determines which details do not belong in a paragraph after inferring the main idea of the paragraph
- Determines which details will not support a given topic
- Identifies sentence order to form a paragraph
- Orders sentences sequentially to form clear paragraphs
- Uses strong concluding sentences

Students:

RIT 171-180:

- Chooses the appropriate word choice to convey a particular mood or tone
- Revises word order for fluency
- Identifies ending sentences for paragraphs appropriate to topic
- Identifies beginning sentences for paragraphs appropriate to topic
- Recognizes that topic sentences often begin paragraphs
- Determines which details do not belong in a paragraph after inferring the main idea of the paragraph

Students:

RIT Below 171:

- Selects appropriate adjectives to add simple details when revising and editing