

Tumyaraa Bridge Program: Writing 098 & 100 (Stacked)



Our ancestors are guiding us they are proud of us.
—Barbara Amos

Instructor:

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Course Description:

Summer 2024 Tumyaraa cohorts will complete a stacked section of WRIT 098 and WRIT 100, building their skills for academic success. This syllabus provides descriptions, readings, learning outcomes, the course schedule, and alignment with state and cultural standards.

Writing 098 “Writing in Community” (Cohort 2)

Background: Often rural students are placed into developmental composition courses during their first year in college, which do not count toward a degree. “Writing in Community” and its follow-up course, WRIT 100: Strategies for Effective Writing, address this problem by intervening early to build students’ confidence and competence with writing in a college setting. The course focuses on

providing students with positive, personally relevant writing experiences. Rather than teaching to students' 'deficits,' "Writing in Community" aims to help students discover their strengths as writers, so they can draw on them in subsequent classes.

Readings: Course readings are drawn from collections such as:

Braiding Sweetgrass excerpts

Yuuyaraq

Marrow Thieves excerpts

Joy Harjo Poetry

Stop Talking

Learning Objectives: This class will help you improve your writing skills, so you can be successful in college, job training, or any other path you might take after high school. We will learn how to:

1. Introduce a topic and develop it with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
2. Provide concluding statements that follow from and support the information or explanation presented (such as articulating implications or the significance of the topic).
3. Organize complex ideas, concepts, and information to make important connections and distinctions.
4. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
5. Use precise language and subject-specific vocabulary appropriate for the complexity of the topic.
6. Write complete sentences and coherent, well-developed paragraphs.

Writing 100 “Strategies for Effective Writing” (Cohort 1)

Background: Whereas WRIT 098 focuses more on generating material and getting students ‘warmed up’ to the writing process, WRIT 100 begins to address ‘academic’ aspects more specifically, such as complete sentences, coherent ¶s, and the use of secondary sources, which underly success in college courses.

Learning Objectives: Through the course students will improve your ability to (Relevant APU Core Competencies are listed in parentheses):

1. Understand what a writing task is asking for and make a plan for success, partly by refining your sense of audience and rhetorical situation (Effective Communication, EC; Critical Thinking, CT)
2. Gain control over your writing process for more productive prewriting and drafting (EC)
3. Understand common modes of writing and typical ‘moves’ that writers use, so you can work through assignments efficiently (EC, CT)
4. Gain deeper familiarity with the ‘parts’ of a typical academic paper, and moves such as introducing the topic, stating a clear thesis, organizing your argument, transitioning between sections, and concluding effectively (EC)
5. Optimize readability by understanding the nuts and bolts of sentence-level grammar and paragraph-level structure (EC)
6. Revise productively, avoiding common ineffective approaches (EC)
7. Present your work confidently, situating your writing as part of an ongoing conversation (EC)

Schedule, Standards, Assessment, and Resources

Units 1-4 hours	Standards	Acceptable evidence of learning/ assessment/ outcome	Plan/lesson and texts/ link to detailed slides	Differentiation elements for 098 and 100
Unit 1 Culture	<p><u>Alaska Cultural Standard A</u> Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community</p> <p><u>ELA(Common Core) Standard 2</u> 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>	<p>Produce texts that exhibit the following language conventions at all grade levels: sentence formation, standard conventions.</p> <p>1.Journal entry</p> <p>2.Paragraph on significant local plants</p>	<p>BW ,Tumyaraa, Class 1</p> <p>Text <i>Braiding Sweetgrass</i> Kimmerer</p> <p>Music: Marc Brown & the Blues Crew - Way You Walk</p> <p><i>The Writing Revolution</i></p> <p>additional texts for extensions/ enrichments lluv Paluq.pdf</p> <p>stop_talking_final.pdf</p>	<p>098 added time, provide definition links to dictionaries, reduce the length of the paragraph or paper, offer sentence stems to prompt,</p> <p>100 Increase writing rigor, length, # of citations required, add presentations, include science intersections, create media i.e. podcasts or blogs</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What does culture mean? 2. How does our ‘place’ influence our lives? 3. How can I use domain-specific vocabulary to express ideas accurately? 				

Unit 1-4 hours	Standards	Acceptable Evidence of Learning/ assessment/ outcome	Plan/Lesson and texts/ link to detailed slides	Differentiation elements for 098 and 100
Unit 2 Place	<p><u>Alaska Cultural Standard E2.</u> Understand the ecology and geography of the bioregion they inhabit</p> <p><u>ELA Standard 3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p>	<p>Evidence 1-3 Paragraphs incorporating imagery/ lit devices anchored in learner’s hometown and memories real or imagined.</p> <p>Production on shared slides of rhetorical questions, connecting terms, paragraphing skills</p> <p>place-based paragraph on plants and elders</p>	<p>Slides Follow the slides below and modify for places relevant to the class. (Educator can preload images of hometowns or do in real time with class)</p> <p>BW, Tummyraa Class 2</p> <p>Text excerpt: Braiding Sweetgrass</p> <p><i>The Writing Revolution</i></p>	<p>Differentiation</p> <p>098 added time, provide definition links to dictionaries, reduce the length of the paragraph or paper, offer sentence stems to prompt,</p> <p>100 May include: Increase writing rigor, length, # of citations required, add presentations, include science intersections, required media i.e. podcasts or blogs</p> <p>Required for 100 listening 49 minutes: Braiding Sweetgrass https://onbeing.org/programs/robin-wall-kimmerer-the-intelligence-of-plants-2022/</p>
<p>Essential Questions: How are people influenced by geography and place? How can I use appropriate details and organization to express a real or imagined event? How can I use appropriate techniques to express the event more effectively?</p>				

Unit 1-4 hours	Standards	Acceptable Evidence of Learning/ assessment/ outcome	Plan/Lesson and texts/ link to detailed slides	Differentiation elements for 098 and 100
Unit 3 Seasons and Cycles	<p><u>Alaska Cultural Standard E</u> Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</p> <p><u>ELA Standard 1</u> Write arguments to support claims, 1b. Develop claim(s) and counterclaims fairly, supplying evidence for each. 1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons</p>	Evidence of learning	<p>Links to the lesson slides and texts</p> <p>BW, Tummyraa Class 3</p> <p><i>The Writing Revolution</i></p> <p>Possible Extra Readings</p> <p>Joy Harjo Poems</p> <p>Marrow Thieves excerpts</p> <p>The Alaska Native Reader</p> <p>Stop Talking</p>	<p>098 Students talk to cultural knowledge bearers and learn about local seasonal plants and animals. Write a reflection of 1-2 pages</p> <p>100 : Students talk to cultural knowledge bearers and learn about local seasonal plants and animals. They record important plants and animals found during each season. Students should share/ present their findings with the class using presentational tools- slides, docs, peardeck, google earth, etc.</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What important changes in nature occur during each season and what sort of activities do we associate with each season? 2. How do the seasonal cycles affect plants and animals in our lives? 3. How can I use appropriate details and organization to express a real or imagined event? 4. How can I use appropriate techniques to express the event more effectively? 				

Unit 1-4 hours	Standards	Acceptable Evidence of Learning/ assessment/ outcome	Plan/Lesson and texts/ link to detailed slides	Differentiation elements for 098 and 100
Unit 4 Fish Camp	<p><u>Alaska Cultural Standard B:</u> Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.</p> <p><u>ELA standard 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. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</p>	<p>Evidence:</p> <p>Written response to art</p> <p>Poem/ rap/ on salmon</p> <p>Rhetorical question in a 1-3 page response to BSG excerpt</p>	<p>Lesson slides</p> <p>BW, Tumyaraa, Class 4</p> <p><i>The Writing Revolution</i></p> <p>Possible Extra Readings</p> <p>Joy Harjo Poems</p> <p>Marrow Thieves excerpts</p> <p>The Alaska Native Reader</p> <p>Stop Talking</p>	<p>098</p> <p>100 required Ask students how they or members of their family or community distinguish between different species of fish they may catch. Why is it important to be able to tell what species a fish belongs to? Report to class.</p>
<p>Essential Questions:</p> <p>How do indigenous peoples preserve their traditional culture while adapting to modern life?</p> <p>How can I structure a paragraph to incorporate RQ's, imagery(sensory), onomatopoeia, and quotes to tell a story from my experiences?.</p>				

Unit 1-4 hours	Standards	Acceptable Evidence of Learning/ assessment/ outcome	Plan/Lesson and texts/ link to detailed slides	Differentiation elements for 098 and 100
Unit 5 Yup'ik Culture	<p><u>Alaska Cultural Standards A & D</u> A.Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. D.Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.</p> <p><u>ELA Standard 2 & 4</u> 2.Write informative / explanatory texts;4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>class activities on parallel structure</p> <p>5 paragraph essay</p>	<p>Class Slides: BW, Tumyaraa, Class 5 <i>The Writing Revolution</i></p> <p>Possible Extra Readings</p> <p>Joy Harjo Poems</p> <p>Marrow Thieves excerpts</p> <p>The Alaska Native Reader</p> <p>Stop Talking</p>	<p>098 uses 2 elements in essay</p> <p>100 uses 3 elements in the essay and cites an Elder</p>
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the elements that define a strong culture? 2. How can I use information to express an idea? 3. How can I use domain-specific vocabulary to express ideas accurately? 				

Unit 1-4 hours	Standards	Acceptable Evidence of Learning/ assessment/ outcome	Plan/Lesson and texts/ link to detailed slides	Differentiation elements for 098 and 100
Unit 6 Water	<p><u>Alaska Cultural Standard E</u> Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</p> <p><u>ELA Standard 4</u> 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>writing a piece on waters in a student's hometown.</p> <p>Presentation of research on important water sources in student's lives. Rubric required.</p>	<p>Class Slides</p> <p><i>The Writing Revolution</i></p> <p>Possible Extra Readings</p> <p>Joy Harjo Poems</p> <p>Marrow Thieves excerpts</p> <p>The Alaska Native Reader</p> <p>Stop Talking</p> <p>Braiding Sweetgrass.pdf</p>	<p>098 1 paragraph exit ticket</p> <p><u>100</u> 2 paragraph exit ticket</p> <p>Watch a video and write a 2 page reflection on the author's message. Questions for a Resilient Future: Robin Wall Kimmerer</p>
<p>Essential Questions:How do we live in reciprocity with the environment? What are the responsibilities of the individual / society / superpowers in regard to the health of the environment? How can I use credible information to support my claims and counterclaims in an argument? Why do writers need to use an objective tone when writing in an argumentative style?</p>				

Unit 1-4 hours	Standards	Acceptable Evidence of Learning/ assessment/ outcome	Plan/Lesson and texts/ link to detailed slides	Differentiation elements for 098 and 100
Unit 7 Fields and Forests	<p><u>Alaska Cultural Standard A and E</u> A.Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. E.Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</p> <p><u>ELA standard 5,6,7</u> 5.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 6.Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly 7.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 sources on the subject, demonstrating understanding of the subject under investigation</p>	<p>Essay, art work, presentation on topics of Yupik culture and fields and forests.</p> <p>Formative assessments are paragraphs with transitions, imagery, literary devices and clear citations and references to experts.</p>	<p>Class Slides</p> <p><i>The Writing Revolution</i></p> <p>Extra Readings</p> <p>Joy Harjo Poems</p> <p>Marrow Thieves excerpts</p> <p>The Alaska Native Reader</p> <p>Stop Talking</p>	<p>098</p> <p>3-5 page paper</p> <p>100</p> <p>4-7 page paper and 5 minute presentation</p>

Essential questions:

- What are the consequences of being unconcerned with nature's balance/harmony?
- How does what we know about the environment and nature shape the way we view ourselves?
- How can technology be used as a tool to write, publish, and/or collaborate?

Curricular Standards

Standards for Writing, grades 9 & 10 from Common Core Language Arts Standards pdf (via ASD website) (https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/1203/CCSS_LanguageArts.pdf):

1. **Write arguments to support claims** in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses 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.
2. **Write informative/explanatory texts** to examine and convey complex ideas, concepts, and information clearly and accurately through the selective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary 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).

3. **Write narratives to develop real or imagined experiences** or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, 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. 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.
4. **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.)
5. **Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach**, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
6. **Use technology, including the Internet**, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and
7. **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 sources on the subject, demonstrating understanding of the subject under investigation
8. **Gather relevant information from multiple authoritative print and digital sources, using advanced searches selectively** assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.** a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

10. **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, and audiences.

Alaska Cultural Standards: “Cultural Standards for Students”

<https://www.uaf.edu/ankn/publications/guides/alaska-standards-for-cult/>

- A. Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.
- B. Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.
- C. Culturally-knowledgeable students are able to actively participate in various cultural environments.
- D. Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.
- E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.