

Statewide IT Bridge Curriculum:

Contextualized Language Arts & Writing Module



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FOUNDATIONS FOR DESIGN

- ✓ Instruction emphasizes learning by doing through projects and simulations; therefore, the instructor is a facilitator or learning coach.
- ✓ Each module emphasizes communication, teamwork, and critical thinking.
- ✓ Content is contextualized for language arts and writing skills.
- ✓ Learning outcomes often require learners to engage in collaborative and individual projects involving authentic materials and resources and complete documents and tasks for language arts and writing with the guidance of learning facilitators.
- ✓ Specific units within modules may serve as precursors for additional units within the module. Many lessons and units may be repeated and expanded from one module to another.
- ✓ Self-advocacy and continual self-assessment and self-monitoring are inherent to each module while students must be introduced to, required to meet with, and encouraged to consult with program coordinator as well as academic and employment professionals.
- ✓ Guest speakers and conferences with employment and academic professionals are integral to the relevance and value of the program for students.

ASSUMPTIONS:

- ✓ Each agency or instructor who may use these modules or this program will adapt instructional strategies, content level of difficulty, learning activities and projects to meet the needs of the program's target population and adult learners of lower and higher academic levels.
- ✓ Referenced resources, relevant Internet links, learning activities (created, suggested, attached, or referenced) will be used, modified, or omitted based on student need and restraints of class time and resources.

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Module

- ✓ This curriculum will work in established internal partnerships within the academic community as well as external partnerships/relationships in the employment community.
- ✓ Units and lessons will be adapted to fit within varying contact hours of a program.

Module Description: The Contextualized Language Arts and Writing Module is designed to provide students with an understanding of how language arts and writing as a whole fit in and are used within information technology and that a comprehensive grasp of communication skills will serve them well within an employment context.

Module Objectives

Students will:

- Research
- Think critically
- Compare and contrast
- Define terms
- Develop inquiry skills
- Write
- Speak publicly

Methods of Instruction

- Lecture
- Small and large group discussions
- Group presentations
- Online research

Methods for Evaluating Student Performance

- Individual and group presentations
- Written work
- Self-assessment
- Teacher observation logs
- Research papers

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Module

Module Overview

- Exploration
- Discovery
- Practical application
- Research
- Writing
- Presentation

Module Outline

- I. Use word processing tools; format text and documents
 - a. Complete a variety of tutorials
- II. Write an elevator pitch
 - a. Reading: “What Is an Elevator Pitch?”
 - b. Create an elevator pitch (pair work)
- III. Present an elevator pitch
 - a. Reading: “How to Give an Elevator Pitch”
 - b. Polish your elevator pitch (pair work)
 - c. Create evaluation sheet for pitch presentations
 - d. Talk about giving/receiving verbal feedback
 - e. Group presentations
- IV. Create a PowerPoint presentation and add content
 - a. Terminology and descriptions
 - b. PowerPoint project
- V. Explore and evaluate sites via Google Search
 - a. Search using Google
 - b. The Search toolbar
 - c. Reading the search results
 - d. Google yourself
 - e. Internet reliability
- VI. Analyze technology; create a technology review
 - a. What is a technology review?
 - b. Technology review analysis
 - c. Create list of technologies to review
 - d. Select a technology to review
 - e. Review a technology
 - f. Write a review using the Technology Profile
 - g. Review and share Technology Reviews
- VII. Write a short research paper
 - a. Preparation for writing
 - b. Write a research paper