

Statewide Transportation, Distribution, and Logistics (TDL) Curriculum:

Contextualized Writing
Module

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***Supplemental material may be found in the TDL Writing
Resource File**

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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 transportation, distribution, and logistics (TDL) professions and their programs of study.
- ✓ Learning outcomes often require learners to meet and interact with academic and TDL professionals, engage in collaborative and individual projects involving authentic materials and resources, visit TDL and academic facilities, and complete documents and writing tasks for career paths 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 the program coordinator as well as academic and employment professionals.
- ✓ Site visits to TDL and learning facilities, 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.

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- ✓ 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.
- ✓ This bridge program 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 writing module is designed to help students develop proficiency in workplace writing skills and/or writing for post-secondary education. Students will have an opportunity to learn and practice a variety of workplace writing tasks using authentic industry-specific documents and writing materials.

i-Pathways Alignment with the statewide TDL Curriculum: The lessons identified in this document have connections with both i-Pathways and the intended learning objectives identified in the statewide TDL Curriculum. The i-Pathways lessons can be used to build background knowledge, reinforce content, or provide learners with additional practice in a specific skill development.

Module Objectives

Students will:

- Demonstrate proficiency in recording information on forms accurately and clearly.
- Understand and utilize the steps of the writing process.
- Demonstrate proficiency in preparing reports related to the TDL industry.
- Demonstrate organization and accuracy in preparing workplace summaries.
- Understand and demonstrate appropriate workplace writing style.
- Demonstrate proficiency in concisely and appropriately composing and replying to a variety of workplace communications.

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Learning Outcomes

Students will:

- Identify the purpose and audience of industry-specific documents.
- Complete workplace forms clearly and accurately.
- Utilize the steps of the writing process to prepare workplace summaries and reports.
- Utilize appropriate workplace writing style for written tasks.
- Write one-step and multi-step instructions.
- Organize ideas in sequential order.
- Utilize transitions and conjunctions in writing.
- Create and label graphs.
- Use industry-specific vocabulary.
- Use accurate punctuation, grammar, spelling, capitalization.

Methods of Instruction

- Guided and independent practice
- Hands-on writing tasks
- Graphic organizers
- On-line practice activities
- Peer reviews
- Group discussions

Methods for Evaluating Student Performance

- Teacher observations
- Teacher evaluations
- Logs
- Student portfolio

Module Overview

- A. Identifying the purpose and audience of documents
- B. Steps in the writing process
- C. Workplace writing style
- D. Applying the writing process in workplace contexts
- E. Utilizing accurate writing mechanics

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Module Outline

1. Identify and examine written industry-specific documents for purpose and audience
 - a. Memo
 - b. E-mail
 - c. Fax
 - d. Telephone message
 - e. Note to inform: e.g., machine breakdown
 - f. Note to persuade: e.g., suggestion, complaint
 - g. HR forms
 - h. Instructions
 - i. Work task-related forms
 - j. Employee newsletter
 - k. Log
 - l. Schedule
 - m. Other forms

2. Examine the stages of the writing process
 - a. Prewriting: e.g., brainstorm with a graphic organizer such as clustering or mapping
 - b. Drafting
 - c. Revising: e.g., peer review, checklist, rubric
 - d. Editing
 - e. Distributing to writer's audience

3. Practice writing style appropriate for the workplace
 - a. Clear and concise sentences
 - b. Simple language
 - c. Precise supporting details
 - d. Accurate statements
 - e. Readable format
 - f. Well-organized thoughts
 - g. Reader-centered language with positive approach
 - h. Informative

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4. Apply the writing process in a workplace context
 - a. Write one-step instructions
 - b. Write multi-step instructions
 - c. Organize ideas in sequential order
 - d. Use linking words: e.g., transitions, conjunctions
 - e. Create and label a graph
 - f. Use industry-specific vocabulary linked to readings
 - g. Fill out or complete forms: e.g., Accident Report form
 - h. Write a communication appropriate to the workplace: e.g., summarize a work task

5. Apply mechanics to writing
 - a. Punctuation
 - b. Spelling
 - c. Grammar: e.g., sentence structure
 - d. Capitalization
 - e. Workplace abbreviations