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| READING, WRITING & SPEECH  Objective & Instructions: Purpose of Writing.  What is writing for? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  What do people use writing for? \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why is writing important for the writer?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why is writing important to the reader(s)?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Who should read?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why do you read?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Who should write?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Why do you write?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  With what import do you write?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  With what import do you treat the reader?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  With what import should you treat the reader?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Why do we write:**   Notify   Communicate   Connect   Convey a message   Share something interesting   Tell a story   Remember and store the details   Entertain ourselves and others   Research an answer   To be Literary   To be Poetic and create Poetry   To record our Ideas   To record History   To record the Times we live in   To design the Times we want in society   To provide instructions   To update outdated instructions   To journal   To maintain correspondence   To draft an opinion           |
| **OBJECTIVE:** Content that is factual, or verifiable from all directions as true and factual. It is told from a flat, but interesting standpoint. It ranges from telling about something – to recounting exact details – to tallying up important decisions as they are happening. | **List Objective writing formats:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **SUBJECTIVE:** Content is personal. It ranges from expressing an opinion – to creative expression – to altered states of experience – to personal assessment. Its quality is expressive, individual, different and definitive. | **List Subjective writing formats:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**CLASS 21**

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| MATH & ORGANIZATION  Objective: Go over Range of Subjectivity and Objectivity, and Right & Wrong.  **Objectivity & Subjectivity**  **Objectivity** is the capability to see the truth from the outside. **Subjectivity** is the capability to be dynamic from the inside out  Are you predominately Objective or Subjective? Out of 100% list your percentages   |  |  | | --- | --- | | **Subjectivity:** | **Objectivity:** |     **Right and Wrong in the Subjective** is your specific Life & Death framework, build, direction and goals.  It equates to what you think, what you feel, what you know, what motivates you, what you push for, what you adopt, what you pursue as Right and Wrong. It is your own Balance and Imbalance. Pick 3 out of 4 of the following:  Write what is Right and Wrong from a Subjective standpoint – Yours.   |  | | --- | |  | |  | |  | |  | |  |   Write Why and How we are all Created Equal or Not:   |  | | --- | |  | |  | |  | |  | |  |   Write about something that you know or want to know:   |  | | --- | |  | |  | |  | |  | |  | | **Right and Wrong in the Objective** is what is agreed upon by almost All to be Right and Wrong. It is True from all or most directions.  It is represented as:  **1) Laws** passed and upheld by United States Federal government, and State governments separately.  **2) Sacred Teachings** such as the 10 Commandments, Beatitudes, Sacraments.  **3) Legal Contracts** in Business Start-Ups, Job Contracts, Marriage, Executor Trust, Wills, Property Ownership.  **4) Social Mores** of the time, which equate to the habits that everyone agrees are socially acceptable.  Things considered Objectively Wrong:  Killing  Raping  Stealing  Attacking  Demeaning  Prejudice  Things considered Objectively Right:  Right to Life  Right to Privacy  Incorporation  Equal Rights Amendment  Equal Opportunity Laws (Jobs)  Marriage  Baptism  Things considered Socially Right Objectively:  Clothes  Wait your turn  Behave  Be Decent to Others  Communicate  Personal Cleanliness  Environmental Cleanliness  Live and let Live  Be Sociable  **CLASS 21.5** |

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| READING, WRITING & SPEECH  Objective & Instructions: Learn and speak Subjective and Objective writing styles. |

**Objective writing samples Subjective writing samples**

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| REFERENCE (excerpted)  The **Declaration of Independence** is the usual name of a statement adopted by the Continental Congress on July 4, 1776, which announced that the thirteen American colonies, then at war with Great Britain, regarded themselves as thirteen newly independent sovereign states, and no longer a part of the British Empire. Instead they formed a new nation—the United States of America. – ***Reference: Wikipedia.com*** | REVIEW (excerpted)  **Woman overboard** by J.R. Jones  In *Two Days, One Night*, the latest drama from Belgian social realists Luc and Jean-Pierre Dardenne, a young wife and mother who works at a small factory making solar panels learns that her co-workers have voted 14-2 to lay her off rather than forfeit their annual bonus of 1,000 euros. – |
| INSTRUCTIONS  CAUTION: KEEP OUT OF REACH OF CHILDREN AND PETS. DO NOT PUT IN MOUTH OR INGEST. MAY IRRITATE EYES. Do not get in eyes. ALWAYS CLOSE CONTAINER AFTER USE. | PHILOSOPHY BIOGRAPHY  The question can be put in these terms: Is negation as the structure of the judicative proposition at the origin of nothingness? –  **Reference: Being and Nothingness by Jean- Pierre Sartre. Philosophical Library, New York, 1981.** |
| OBJECTIVE ADVERTISING  **CAMPAIGN JOBS**  Field Organizer Field Manager  - $12.25 / Hour $17.00 / Hour  - $15 / Hour  APPLY NOW ###-###-#### | SUBJECTIVE ADVERTISING  **THE**  **SARCASTIC**  **SALE!**  (PROBABLY THE ONLY SALE  IN TOWN RIGHT NOW)  NEW SHOES ADDED! SHOES AS LOW AS $79  FURTHER REDUCTIONS! UP TO 70% OFF |

**Write an Objective paragraph**

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**Write a Subjective paragraph**

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**CLASS 22**

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| ORGANIZATION  Objective: Think about Evolution.  **** In the beginning there was nothing at all. And nothing went on.  **** Nothing went right and nothing went wrong. There was nothing.  **** Near the beginning they were learning to be an All. Later someone stole part of the first ALL. They would then have to learn to defend, be decent, and get through the difficult times – or they would lose their Godship and their humanity. They had to build back their quality.  **** Many things were challenging.  **** Later there was Life and Death and some beings lived and some beings died. They learned how to bring the dead beings back to life by calling to them. They learned to kill the life beings if they were really wrong. Life allied with all Life. Death was a place to rest and prepare for the next life.  **** Most things went right. Some things went wrong and were corrected. Every-thing was natural and in tune with its limitations and options.  ****Finally the quantities of beings were so big that they needed to organize, and select an organizer. They sought out governance, and they learned to govern. This was the forerunner of a Republic and Democracy.  **** Things went right when they were systematized, and they went wrong for individual exceptions to the needed rules. Finally all were considered the same to guarantee ease of rule and rules.  ****In the future (Now) these beings chose to be civilized and gentrified. They wan-ted to 1) enjoy city, farm and universal living, 2) attend -movies, musical, cultural, intellectual and all important - events; 3) participate in commerce and innovation; and 4) know what was going on via media, networks, and healthy living. | EVOLUTION  ONE – Subjective: alone, quiet, loud, reverb, tenta-tive, audacious, aware  Objective: 🙖, Single  PART – Subjective: Grow-ing, confusion, advice, pat down, allies, weave. Objective: **,** Part Of  TWO – Subjective: contrasting interests &  personalities, different generations, different experiences, different values, compromise, no compromise, friends, enemies, change, long-term acceptance.  Objective: ** ,**  There are two.  ONE TO MANY –Subjective: dominion & democracy; individual dynamic to many dynamics; collaboration & solidarity; initiative & interest; diplomacy, planning, coordination.  Objective: **     **,  One across from many.  MANY TO MANY – Subjective: even, odds, balance, mobilize, organize, choreograph, play the odds, every life is either priceless or expendable, war, compete, influence, update, stay current. Objective:        Many with or across Many. | MATH  NONE:  0 + 0 + 0 + 0 =  1 x 0 =  PART:  ½ + ½ =  ONE  0 + 1 =  1 – 0 =  0 x 1 =  1 – 1 =  1 x 1 =  TWO  2 x 0 =  0 + 2 =  2  2 =  2 + 0 =  2 + 1 =  2 x 2 =  ONE TO MANY  500,000 + 5 =  500,000 5 =  5 + 500,000 =  500,000 – 5 =  5 x 500,000 =  MANY TO MANY  3,000+3,000 =  3,000+4,000 =  4,000–3,000 =  4,0004,000 =  4,000x4,000 =  3,000x3,000 =  3,0003,000 =  4,000–4,000 =  4,000x3,000 =  3,000x4,000 = |