

## Course Syllabus

### Composition (ENG353) (co-taught)

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**Course Curriculum:** Students will build upon the development of writing skills from freshman and sophomore English. They will engage in a writing process that stresses the steps of pre-writing, composing, revising, and proofreading. The course will cover a variety of structured writing experiences including persuasion, research, exposition, and literary analysis.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are founded primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language. This course will take a workshop format to the discipline of writing.

All lessons and submission of assignments will be done by using an **Online Learning Management System** called **Canvas** <https://dubuque.instructure.com> – parents can view this through their student’s log in only

## Iowa Core Standards:

### General Standards

W.11–12.4 Produce **clear and coherent writing**

W.11-12.5 Develop writing for a specific **purpose and audience**

W.11–12.6 Use **technology**

W.11–12.10 **Write routinely**

### Specific Standards

W.11–12.3 Write **narratives** to develop real or imagined experiences or events using effective technique, well–chosen details, and well–structured event sequences. Composition options: memoir, biography, short story, documentary, screenplay, play, poetry, lyrics

W.11–12.2 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. Composition options: extended definition, technical writing, extended directions

W.11–12.1 Write **arguments** to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Composition options: literary criticism response, argument, letter to editor

W.11–12.7 Conduct short as well as more sustained **research** projects... synthesizing multiple sources on the subject...

W.11–12.8 Gather relevant information from multiple authoritative print and digital sources... avoiding plagiarism and following a standard format for citation.

W.11–12.9 Draw evidence from literary or informational texts to support **analysis**, reflection, and research. Composition options: poetry analysis, nonfiction review, fiction review

**Resource Texts:** electronic sources

**Novel for analysis:** *The Art of Racing in the Rain*

**Optional Novels:** *The Body of Christopher Creed*

*Breaking Point*

**Required Materials:**

Agenda for hall passes and scheduling

Classroom set of laptops will be used every day – Use of Canvasinstructure .com as an online Learning Management System

Earbuds or headphones to plug into the computer

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**Homework/Grading Policies:**

- Assignments are expected to be turned in on time. If you have not had any absences, late daily work will receive zero credit. If you are absent on a due date, be sure to have your essay submitted to the Canvas Discussion, so I may check it in for daily work. Late final drafts will suffer a 10% reduction in grade for one day late. If the final draft is two school days late, it will suffer 20% grade reduction, 3 school days late: 30%, 4 school days late: 40%, and 5 school days late: 50%. Thereafter, the essay will receive a zero and will not be accepted for credit.
- Don't be alarmed, a "0" will go in PowerSchool when a student is absent and misses an assignment. PowerSchool will be update as soon as the student submits the work.
- For students who are absent, the make-up ration is 1:2. (i.e. 1days sick = 2 days to make up work). After 3 or more consecutive days of being absent, the student needs to communicate with the teacher on the first upon return to discuss a make-up plan. Late work for a particular unit will not be accepted beyond the date of the completion of the unit.
- If you are absent the day before a long-range assignment is due (e.g. research paper or major project), I still expect you to turn in the assignment the day you return.
- Assignments can easily be submitted through Canvas anytime, anywhere.
- Communicate with the teachers about your concerns. We will be reasonable when it comes to legitimate emergencies or illness circumstances.

GRADING: My standard grading scale for all my classes is as follows:

A+= 98-100	B+= 88-89	C+= 78-79	D+= 68-69
A = 93-97	B = 84-87	C = 73-77	D = 64-67
A-= 90-92	B-= 80-83	C-= 70-72	D-= 60-63

Grades are not weighted but are based on total points with these approximate percentages for grading categories:

Daily Work 10% (skill practice, working drafts, editing, etc.)

Memoir 10%

Informative/Explanatory Essay (2) 20 % total

Literary Analysis 10 %

Research Paper 40%

Choice Paper 10%

All papers, except the research paper, are expected to be 2-4 pages. The research paper is expected to be 5-8 pages; this does not include the outline or works cited page.

As grades are available on line, it will be the student's responsibility to check his or her grades. Perceived discrepancies should be directed to the teacher though e-mail or during teacher office hours.

**Expectations-** As Mustangs, we demonstrate PRIDE in our classroom.

<b><u>P</u>repared</b>	<b><u>R</u>esponsible</b>	<b><u>I</u>nclusive</b>	<b><u>D</u>ignified</b>	<b><u>E</u>mpowered</b>
*Arrive on Time (Two feet in when bell rings)	*Be honest	*Be respectful	*Respect personal property	*Participate in class
*Have necessary materials	*Comply with teacher requests without arguing	*Help others when needed	*Allow others the best opportunity to learn	*Be an active and respectful listener
*Have agenda	*Leave no trace	*Stand UP for others	*Resolve conflict with maturity	*Collaborate with classmates
*Organize & prioritize	*Appropriate use of technology/electronic devices	*Collaborate with classmates		*Respect opinions of others
				*Ask questions when you need help

**Discipline:** I will first address inappropriate behavior with the student. If the student does not improve his or her behavior, a parent contact and/or A.P. referral will be made.

## **Plagiarism Guidelines:**

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding **plagiarism**, which is a form of cheating.

All Hempstead teachers are committed to educating our students about **plagiarism**, helping them understand what **plagiarism** is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

**Plagiarism** is defined by [www.dictionary.com](http://www.dictionary.com) as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding **plagiarism**."

Cheating, including **plagiarism**, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

**Plagiarism** and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/artwork/project; note: BOTH parties are engaging in cheating
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental **plagiarism** will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant **plagiarism** and repeated acts of incidental **plagiarism** are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

### **Juniors & Seniors:**

1<sup>st</sup> occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

## **OTHER INFORMATION YOU SHOULD KNOW...**

**Cell Phone usage:** your cell phone should be shut off and put in your bag during class time.

1<sup>st</sup> Offense of using cell phone during class time- warning

2<sup>nd</sup> Offense – inform parents

3<sup>rd</sup> offense- refer situation to AP's

**School IDs:** Per District expectation, high school students are expected to wear student id while at school at all times. In this classroom, you will be expected to wear your student id. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

**Student Planners:** Students are expected to use planners for passes. It saves a lot of time if you have planner filled out, ready to be signed.

**Food/Drinks in the Room**

Water is the only beverage that will be allowed in the classroom. No Food.

**LET'S COMMUNICATE.** If you know ahead of time that you are going to miss class, let's work out a plan! If you have any questions or concerns about your grade, our expectations, etc., don't hesitate to discuss them with one of us. We will be glad to help you or coordinate time and resources for extra help.

## **Course Content:**

**Effective Writing Skills** (elements of style, grammar, usage, and mechanics)

(covered within writing units)

- Audience/purpose/tone
- Effective paragraph structure
- Unity, coherence and transitions
- Clauses (independent/dependent)
- Conjunctions (coordinating/subordinating)
- Sentence variety (types)
- Word choice
- Complete Sentences (avoiding fragments, comma splices, rambling sentences and run-ons)
- Combining Sentences
- Showing vs. telling
- Punctuation (dialogue, quotes, separating clauses, colon, semicolon, titles, works cited)
- Parallelism
- Active vs. Passive Voice
- Avoiding Qualifiers (*I think, to tell the truth*)  
(ACT. PREP including areas above)

**Elements of Workshop Format:** Class time will consist of the following:

Journaling

Mini-lessons in grammar, usage, mechanics, word choice, style, tone, etc...

Planning/searching

Writing

Participating in Workshop- giving and getting feedback on your writing

Revising

Assessment

## **Assessment:**

Journaling

Grammar/Usage post-tests

Draft Deadlines

Workshop reflection sheets/conferencing

Final Essays

**Student Responsibilities in the Writing Workshop-** To ensure a successful experience in this type of class structure, you should...

- Come to class each day, ready to write and reflect
- Stay focused during class time and **use laptops for assigned purpose only**
- Find and develop topics for your writing
- Be willing to try new kinds of writing
- Be willing to try new techniques, methods, and strategies to improve your writing
- Accept the responsibility of trying new pieces of writing
- Do your best to learn the rules of written English
- Be willing to work with peers in the learning of writing skills and strategies □ Behave properly. This means following directions and not disturbing others
- Take pride in your work and produce the best work you can
- Grow as a writer

## **Teacher Responsibilities in Writing Workshop...**

- Mini Lessons
- Guiding the Writing Process
- Facilitating self-assessment
- Offering encouragement
- Guide the development and use of assessment and grading guidelines
- Conferencing with students over finished pieces
- Keeping students on task

## Writing Assignments

### 1. Narrative/Descriptive

W.11–12.3 Write **narratives** to develop real or imagined experiences or events using effective technique, well–chosen details, and well–structured event sequences. Composition options: memoir, biography, short story, documentary, screenplay, play, poetry, lyrics

\_\_\_\_\_Memoire

\_\_\_\_\_Life Experiences

### 2 & 3. Expository

W.11–12.2 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. Composition options: extended definition, technical writing, extended directions

Pick 2 of the 4 options

\_\_\_\_\_Comparison/Contrast Date completed

\_\_\_\_\_Cause/Effect Date completed \_\_\_\_\_

\_\_\_\_\_Problem/Solution

\_\_\_\_\_Explaining by Example Date completed

\_\_\_\_\_Process

\_\_\_\_\_Technical

### 4. Literary Analysis

W.11–12.9 Draw evidence from literary or informational text support analysis, reflection, and research. Composition options: poetry analysis, nonfiction review, fiction review

\_\_\_\_\_ Theme Analysis – The Art of Racing in the Rain novel

### 5 & 6. Argument and Research Writing

W.11–12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Composition options: literary criticism response, argument, letter to editor

W.11–12.7 Conduct short as well as more sustained research projects... synthesizing multiple sources on the subject...

W.11–12.8 Gather relevant information from multiple authoritative print and digital sources... avoiding plagiarism and following a standard format for cite

### 7. Creative or Choice if time allows

\_\_\_\_\_ Poetry or Lyrics (3-5 poems, at least one lyrical poem)

\_\_\_\_\_ Play or Screen Play (with stage directions)

\_\_\_\_\_ Additional Argument

