

Course Name: Composition (Comp)

Course Number: ENG353

Teachers Name(s): Marcya Grudzina, David King

Course Description: This course builds on the development of writing skills from English 1-2 and English 3-4. Major emphasis is placed on the writing process which 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 Strands.

Instructional Strategies: Teacher will provide instruction through:

Mini lessons
Small group writing
Writing workshop
Peer review
Directing student research
Student/teacher conferencing
Facilitating self-assessment

Content: Effective Writing Skills - elements of style, grammar, usage, and mechanics. (covered within writing units)

- Audience/purpose/tone
- Word Choice
- Effective paragraph structure
- Unity, coherence and transitions
- Punctuation (dialogue, quotes, separating clauses, colon, semicolon, titles, works cited)
- Clauses (independent/dependent)
- Conjunctions (coordinating/subordinating)
- Sentence variety (types)
- Complete Sentences (avoiding fragments, comma splices, rambling sentences and run-ons)
- Combining Sentences
- Showing vs. telling
- Parallelism
- Active vs. Passive Voice
- Avoiding Qualifiers or Intensifiers

Credit: 50% of the final grade is earned through points connected to the Research Paper. The remaining 50% is determined through the other five essays, writing practice assignments and grammar lessons. The course is designed to prepare our students for the rigor of post-secondary education writing expectations, therefore it is of primary importance that students gain proficiency in the research paper. A student who does not gain proficiency in the research paper will not have earned enough points to earn the composition credit here at Hempstead.

School policies: All school policies, as laid out in the student handbook, will be enforced. It is the student's responsibility to know and follow all policies. Failure to follow school policies will result in disciplinary action.

Required Materials: Students should bring a writing utensil to class every day. Students will be submitting essays through Canvas and using laptops every day so it is mandatory a student be able to log on and use the laptops.

Communication: Our room phone number is 563.552.5336. Our email addresses are mgrudzina@dbqschools.org and dking@dbqschools.org

REQUIREMENTS -

- Six (6) writing pieces will be taken through the writing process, including composing, workshopping, editing & proofreading and assessment, to a final polished product and placed in a writing portfolio to be used as the semester final.
- A memoir piece, an informative piece, an argumentative research paper and a film review **MUST** be included in the six pieces.
- The remaining two (2) pieces are author's choice from the options below.
- All six pieces must represent six different options from below.
- All pieces must be original compositions written for this specific course, this semester, of this year.

Narrative - 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.

___ *memoir ___ documentary ___ biography ___ screenplay/play ___ short story

***Informative** - 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,

___ extended definition ___ A Cause & the Effects ___ An Effect & the Causes ___ Compare/Contrast
___ Process ___ "How-to" ___ History

Research - w. 11-12.7 Conduct short as well as more sustained research projects. . . synthesizing multiple sources. . . w. 11-12.8 Gather relevant information from multiple authoritative print and digital sources. . .

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.

___ *argumentative research paper

Analysis - w. 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

___ book review ___ poetry analysis ___ *film review

Argument - 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.

___ literary criticism abstract and response ___ argument essay ___ letter to the editor

Iowa Core General Standards for Writing

W.11-12.4 produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

W.11-12.5 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.

2.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. We will use; electronic devices, Canvas Learning Management Systems, and Office365.

W.11-12.10 Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (single sitting or day/2) for a range of task, purposes and audiences.

* = required piece

EXPECTATIONS

It is very important that you do not misplace your drafts, graded rubrics or notes for each writing piece. They must be turned in with your paper every time you submit it for grading. Do NOT lose them or throw them out. We strongly encourage you to use a folder in the work crate to keep your work in and only take home the papers you need to work on that night.

You must come to workshop days with a hard copy draft of a paper you need assistance or suggestions from your peers. You will NOT be allowed to go print one once the bell has rung and you will be counted tardy if you come in after the bell.

You are expected to use the Office365 account that the District has assigned you for Composition.

You may submit first drafts to me electronically. All revised drafts should be printed out and turned in as hard copy.

Before you submit your first draft, find and fix the simple errors such as: spelling mistakes, capitalization or punctuation errors, typos, extra spaces between things or places where a space is needed. Check your draft against the rubric and correct glaring omissions. We will return it to you for further proofreading if your paper still has too many simple errors in it. We are not your proofreader. When we look at your paper, we are giving you advice and corrections on the structure, required elements and overall tone of the piece. We can't do that if there are so many mistakes the paper can't be read. If your paper is returned to you for further proofreading, you will lose points for not meeting the deadline. Take time to do it correctly the first time so it doesn't cost you later.

We will use Canvas as our common organizational tool. You must begin each class by picking your assigned laptop from the cart, logging in and opening our Canvas course. Assignments & announcements will be featured there and you will be held accountable for knowing any information posted.

We will utilize the messaging component of Canvas to give you individual or group comments and announcements. Get into the habit of checking your inbox on Canvas. The inbox is located on the far left blue column. When you have a new message, a red dot will appear.

Under the module "Requirements and Standards", there is a "Daily Activity Record". We will use this to keep track of what was done in class every day. If you are absent, this is a good resource to see what you missed so you are not dependent on asking us. It also allows students to stay on track for due dates.

Due dates are posted and explained far in advance. There will be no excuses accepted for not meeting the due date, including absences. If you are absent on a due date, you have the options of turning it in electronically or immediately on your return. Lost due date points can NOT be made up.

Students should plan to work outside of class on each paper. You will not pass this class if you only utilize the writing days in class. If you do not have access to a computer and/or internet outside of school, there are many ways to problem solve that situation. Students are expected to take responsibility for finding a solution.

Students are expected to utilize class time appropriately for the designated daily activity. You should always be occupied with activities that directly tie in to Composition class. You should never be occupied with any activity that is not Composition class related. You should work until the bell rings. Computers should not be returned to the cart early.

Plagiarism will not be tolerated. The 1st instance will result in a 0 on the assignment. The 2nd will result in failing the course. Students will receive instruction on what constitutes plagiarism and will be expected to sign a contract stating they understand the definition and the consequences. Parents will also be asked to sign this contract. No student will be allowed to continue in Composition class without a signed contract.

This class is for upperclassmen. We expect age-appropriate maturity in the classroom. We expect you to respect the learning environment and the rights of your peers to create, work and learn in a positive and quiet atmosphere. Many people can not create in a loud or stimulating environment. To respect the needs of these students, a quiet classroom will be enforced. Students who prefer some stimulation such as music are welcome to use personal ear/headphones once the work time has begun. Students who can not respect the quiet working space will be asked to leave and discuss the situation with their A.P.

This class is an advanced academic class. It is rigorous and challenging. You are going to feel pressure to perform and produce. There is a lot of work expected of you. You are ready for this. You can do it. Begin the semester with that attitude and keep reminding yourself as the semester progresses.

PLAGIARISM

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 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 for Juniors & Seniors are: 1st occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces: will result in immediate referral to AP for disciplinary action by Hempstead administration which **may include loss of class credit and failing grade.**