

**Course Name: Composition**

**Course Number: ENG 353**

**Teacher Name(s): Jesse McDowell**

**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.

**Iowa Core Standards:**

**Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 3: Writing**

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

**Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

**Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

**THE GOOD:**

Daily work: journal, reading, response, editing, self and peer assessments

Digital literacy: Canvas Learning Management System; Office 365

Reading: one novel or nonfiction text (not formerly read; no film accompaniment; at least 200p)

Student/teacher Conference: one-on-one feedback on each paper

**THE BAD:**

All papers must be **original and newly written specifically for this Composition class**; previously written papers submitted to other classes will receive **no credit**. For example, a persuasion paper about starting school later, or a research paper about child soldiers from Eng 3-4 would not be acceptable pieces.

**THE UGLY:**

Plagiarism includes everything from copying someone else's homework to downloading entire texts. The consequence of plagiarism could potentially cause a "loss of class credit and failing grade" as stated in the student handbook. Thus, **any student who plagiarizes risks being dropped from the course with an "F."**

**Resources:**

**Text: Selected novel**

**Academic/Behavioral Expectations:**

*Student are expected to follow the expectations outlined in the student handbook. In addition, I'd like to emphasize:*

**A) Respect**

The most important expectations for one to follow during class are to conduct oneself towards others with **honesty** and **respect**. As a teacher, I set the same expectations for myself. If we can do this as a class, we will avoid many difficulties or dilemmas.

**B) Effective Communication**

Communication and forward thinking will help all of us to understand each other more. Simply, I ask that you communicate needs or accommodations as they arise, and be open about your progress in the class and things that I need to do better. I am learning and improving with the rest of you!

Additionally, you will not always agree with everyone, and that is OK. During open discussions (but not as a disruption), each person has the right to express a point of view for the sake of discussion or consideration. Addressing the content of one's argument is acceptable, but personal attacks are not. Separation between a speaker and the ideas they express will be necessary; for the sake of exploration and risk taking, you may be asked to speak from a point of view that is not your own, and respond to others who are doing the same.

### **C) Consequences and our Learning Environment**

I want what is best for all of you, and what is best for all of our learning. Sometimes, behaviors get in the way of this, and when they do, I will stop them. However, sometimes it is best for everyone if I wait until after class to avoid disruption or embarrassment and maximize mutual understanding.

### **D) Late and Make-up Work**

**Late assignment clause:** Because you will have ample time during class to complete your compositions, late daily work will receive zero credit. If you are absent on an essay 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 school day late. If the final draft is two school days late, it will suffer 20% reduction, at 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 no longer be accepted for credit. After the final draft has been evaluated for a grade, rewriting the piece for a better grade is still an option within two school days.

Student work that I do not receive on the due date will be entered as a "0." This is for communication purposes only. This score will be replaced with "Collected" upon receipt of the work, and the final score after it is assessed.

### **E) Technology**

My classroom will be a hands-on-technology zone. Students will often have access to laptops. They may use their smart phones as learning tools. Additionally, students are expected to abide by the updated district Responsible Use Policy and should avoid technological distractions during class.

**Student IDs:** Per District expectation, high school students are expected to wear their 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.

### **Grading Plan:**

I will follow the grading scale set forth in the student planner. The course will be weighted and divided as follows:

Memoir	(10%)	4 weeks: includes grammar and punctuation lessons; workshop process
Book Review	(10 %)	3 weeks: 200+ pg book that does not have an accompanying film
Research Paper	(50%)	5 weeks: <u>argument</u> piece; choose topic whose conclusion warrants research
Technical Paper	(10%)	3 weeks: topic must be <u>future-based</u> , i.e. on career, education, military, etc.
Choice	(10 %)	2 weeks: genre is your choice; paper must not be same type as any previous
Daily work	(10 %)	1 week to work on publication; drafts; notes; assessments; quizzes; free-writes

**50% of your grade will be based on the cornerstone of our class: the research paper.** 40% will be based on the other four papers. 10% of the grade will be based on daily work. 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 works cited page). Meeting the page quota will be part of both the daily and final grades.

### **Communication Plan:**

Phone: (563) 552-5180

E-mail: [jmcdowell@dbqschools.org](mailto:jmcdowell@dbqschools.org)

School website: [www.hempstead.dbqschools.org](http://www.hempstead.dbqschools.org)

Office Hours: 7:00-7:30 AM, Period 1 or by appointment in Eng/SS office