

Composition ENG353

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We will do the following for you this semester:

1. Respect you as a young adult
2. Treat you as a valuable part of our classroom
3. Help you become a more critical writer, reader, and thinker

We have the following expectations of you:

1. Respect others because it will build your character
2. Do your work because it will make you responsible
3. Participate in class because it will make you a good citizen

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 argument, 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.

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."**

Behavior: be nice.

Why? Because it makes you a more pleasant person and helps you be careful when giving feedback and criticism to other people's work. Besides, I like nice students; most people do.

Attendance: come to school. Every day.

Why? Because what we learn together in class is a significant part of what we come to know. This is not an independent study; it is a cooperative learning environment where your classmates need you for feedback, for editing, and for peer assessment, all of which contribute to your daily work and grade.

Tardiness: be on time.

Why? Because when you come in late, it disrupts the whole class and makes me cranky.

Citizenship: actively be a citizen.

Why? Because our class and our society need you. Citizenship is not merely good behavior and respect for others, but also active participation in what we do each day.

Grading: be an active thinker.

Why? Because the brain wants to think; it's its job. Besides, it will keep you from the throes of boredom. **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.

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

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.

Iowa Core Standards for Writing (abridged)

General Standards:

W.11–12.4 Produce clear and coherent writing

W.11–12.6 Use technology

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

W.11–12.10 Write routinely

Specific Standards:

***Memoir** 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.

***Book Review** W.11–12.9 Draw evidence from literary or informational texts to support **analysis**, reflection, and research.

* **Research Paper** (meets two standards) 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. W.11–12.7 Conduct sustained **research** synthesizing multiple sources on the subject. W.11–12.8 Gather relevant information from multiple authoritative print and digital sources... avoiding plagiarism and overreliance on any one source and following a standard format for citation.

***Technical Paper** W.11–12.2 Write **informative/explanatory** texts to examine and convey complex ideas, concepts, and information clearly and accurately

***Choice Paper(s)**: These papers' standards will depend upon what compositions you choose. You may choose one of the above genres but a different type of piece. Choose no more than two pieces from the same genre. See your course outline for ideas.