



Writer's Workshop

Course Syllabus

Supervising Teacher

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Course Description:

Writer's Workshop **1 semester** **1 elective credit** **Grade 9, 10, 11, 12**

This course does not meet the graduation requirement for English, but can be taken for elective credit. This course focuses on grammar skills, different types of writing, and standardized test preparation. Emphasis will be placed on the writing process. *Students who struggle with language usage are encouraged to take this course.*

Textbook Options:

Choose the text that corresponds to your current grade level.

Required:

MCGRAW-HILL - GLENCOE **Writer's Choice Grammar and Composition**, Grade 9, 10, 11 or 12 2005 SE

Recommended:

MCGRAW-HILL - GLENCOE **Writer's Choice Grammar and Language Workbook** 9, 10, 11 or 12 SE

MCGRAW-HILL - GLENCOE **Writer's Choice Grammar and Language Workbook** 9, 10, 11 or 12 TE

MCGRAW-HILL - GLENCOE **Writer's Choice Tests with Answer Key and Rubrics** 9, 10, 11 or 12

Optional:

MCGRAW-HILL - GLENCOE **Writer's Choice Grammar and Composition**, Grade 9, 10, 11 or 12 2005 TE

MCGRAW-HILL - GLENCOE **Writer's Choice Vocabulary Power Workbook** 9, 10, 11 or 12 SE

MCGRAW-HILL - GLENCOE **Writer's Choice Vocabulary Power Workbook** 9, 10, 11 or 12 TE

MCGRAW-HILL - GLENCOE **Writer's Choice Spelling Power Workbook** 9, 10, 11 or 12 SE

MCGRAW-HILL - GLENCOE **Writer's Choice Spelling Power Workbook** 9, 10, 11 or 12 TE

Supplemental Materials or Software:

Required:

MyAccess (available to all high school families at no allotment deduction)

Recommended:

Blue Book of Grammar (available to all high school families at no allotment deduction)

End of Course Assessment Options:

Monthly Anchor Assignments

Monthly Anchor Assignments will be submitted electronically (see Moodle page for details) and will be graded by the supervising instructor. Information on the Anchor Assignments will be provided at the beginning of the course, along with the rubrics that will be used to evaluate each assignment. Grades on anchor assignments will be posted in Moodle for the student to gain feedback. Anchor assignments will be due each month as follows (specific dates and assignments will be posted in Moodle):

Semester A:

October

November

December

January

Semester B:

February

March

April

May

Course Evaluation:

A. End of course Assessment: 40% of semester grade

See above

B. Home Participation: 60% of grade

Home participation is to be determined by the parent teacher in collaboration with the contact teacher. The grades given may include, but are not limited to, textbook activities, quizzes, unit tests, projects, oral reports, or research papers. Grades for home participation will be submitted to the contact teacher. The student / parent-teacher should verify that the student is spending an average of one hour per school day to earn high school credit for this course.

C. Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Standards Based Portfolio

A Portfolio containing graded examples of student work from the selected curriculum will be required as per school policy, and should be shared with the assigned Contact Teacher once per semester.

Pacing Guide

Note: The text is divided into three parts: Composition; Grammar, Usage, and Mechanics; and Resources and Skills. We will be intermixing these. All topics from Composition are underlined; all topics from *Grammar, Usage, and Mechanics* are italicized; and all topics from RESOURCES AND SKILLS ARE IN SMALL CAPITAL LETTERS.

Weeks	Topics
1 - 4	<u>Writing Process</u> <i>Parts of Speech</i> <i>Parts of the Sentence</i> <i>Phrases</i> VOCABULARY & SPELLING
5-9	<u>Narrative Writing</u> <i>Clauses and Sentence Structure</i> <i>Diagramming Sentences</i> <i>Verb Tenses and Voice</i> STUDY SKILLS
10 - 13	<u>Persuasive Writing</u> <i>Subject – Verb Agreement</i> <i>Using Pronouns Correctly</i> <i>Using Modifiers Correctly</i> TAKING TESTS
14 - 18	<u>Research Paper Writing</u> <i>Usage Glossary</i> <i>Capitalization</i> <i>Punctuation, Abbreviations, and Numbers</i> TAKING TESTS

Covering these topics in the order listed will ensure that the student has covered the necessary material to complete the anchor assignments.

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code**:

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

Course Standards & Goals:

This course has been developed to cover a selection of Idaho Content Language Arts Standards and specific teaching objectives as follows:

Standard 3: Writing Process

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 3.1: Acquire Prewriting Skills	9.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b)	9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)	9.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)	9.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)	9.LA.3.1.5 Produce a piece of writing within a set period of time.	
Goal 3.2: Acquire Skills for Writing a Draft	9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)	9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b)				
Goal 3.3: Acquire Skills for Revising a Draft	9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)	9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)	9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.02.b; 753.01.c)	9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)	9.LA.3.3.5 Use literary models to refine writing style. (753.02.b)	9.LA.3.3.6 Conference with others to improve writing. (753.01.a)
Goal 3.4: Acquire Skills for Editing a Draft	9.LA.3.4.1 Use editing marks to indicate errors in conventions.	9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)				
Goal 3.5: Acquire Skills to Publish Writing	9.LA.3.5.1 Publish improved draft.	9.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)	9.LA.3.5.3 Use appropriate technology to produce a final draft.			

Standard 4: Writing Applications

Goals:	Objective 1	Objective 2	Objective 3
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	9.LA.4.1.1 Write reflective autobiographical narratives or short stories that explore the significance of personal experiences and communicate the significance of events. (753.04.c)	9.LA.4.1.2 Write original creative works including prose and/or poetry. (753.04.c)	
Goal 4.2: Acquire Expository (Informational/ Research) Writing Skills	9.LA.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a)	9.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b; 753.06.a)	
Goal 4.3: Acquire Persuasive Writing Skills	9.LA.4.3.1 Write persuasive compositions that organize ideas and evidence in a sustained and effective fashion. (753.05.b; 753.05.c; 753.06.a)		

Standard 5: Writing Components

Goals:	Objective 1	Objective 2
Goal 5.3: Acquire Skills for Sentence Structure	9.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b)	9.LA.5.3.2 Edit for agreement, word usage, and fluency. (753.02.b)
Goal 5.4: Acquire Skills for Using Conventions	9.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)	9.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)

Content Objectives: Study Skills & Test Taking Skills

Goals:	Objective 1	Objective 2	Objective 3
Goal 1: Study Skills	To learn strategies and techniques for study skills such as note-taking, reading effectively, evaluating, and using graphics.	To demonstrate the ability to take notes, read effectively, evaluate, and learn from graphics.	
Goal 2: Test Taking Skills	To become familiar with various kinds of test items, including multiple-choice items, true-false items, short-answer items, fill-in items, matching items, vocabulary items and more	To learn tips for taking various kinds of tests, including standardized tests	To apply test-taking strategies by taking practice tests