

COMPOSITION

Tri 2 2018-19

Jeremy Kienitz, Room 213

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Course overview:

- .50 credit
- One trimester
- No prerequisite
- For grade 10-12 students

Course description

This course is designed to teach students to write a variety of academic essays. Students will compose essays from among the following types: personal narrative, persuasive/argumentative essay, research paper, compare and contrast essay, critical analysis essay, review of literature essay, cause and effect essay. The course emphasizes key rhetorical elements in writing including audience, purpose, and essay structure. This course also focuses on the writing process: organizing ideas, creatively connecting information, drafting, peer and teacher conferencing, revising, and editing. Participation in the classroom writing community during both large and small group peer conferences is an essential part of the course work. Students will keep a composition binder throughout the course which will include, class notes, journals, assignments, essay drafts and final copies.

Required supplies:

- One three-ring binder with lined paper for class notes and to organize research notes, etc.
- General supplies (pens—blue or black only, printer paper, etc.)

Textbook/Reading list (not all may be used):

- *The Art of Writing Lively*
- *Elements of Style*
- A variety of essays, newspaper articles, etc.

Video list (not all may be used):

- A variety of video clips pertaining to composition may be used

Summary of state standards met by this

class:

11.5.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences

11.5.3.3 Analyze ideas or a sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

11.7.1.1 Write arguments to support claims.

11.7.2.2 Write informative/explanatory texts to examine and convey complex ideas clearly and accurately.

11.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events.

11.7.4.4 Produce writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11.7.5.5 Use a writing process to develop and strengthen writing by planning, drafting, revising, editing, rewriting, or trying a new approach.

11.7.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing.

11.7.7.7 Conduct short as well as more sustained research projects.

11.7.8.8 Gather relevant information from multiple authoritative print and digital sources; integrate information into the text; avoid plagiarism and overreliance on any one source; follow a standard format for citation.

11.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

11.7.10.10 Write routinely over extended time frames and shorter time frames.

11.9.2.2 Integrate multiple sources of information in order to make informed decisions and solve problems.

11.11.1.1 Demonstrate command of the conventions of standard English grammar and usage, and punctuation.

Information that can be found on the course website:

Information that can be found on the course website includes homework assignments, worksheets, dates assignments are due, topics to be taught in class, dates of quizzes, tests, brief lesson plans, etc.

Classroom expectations:

Respect everyone and their opinions. Students are expected to actively participate in class every day. In order to fully participate in discussions and cooperative learning, students are required to complete all homework assignments prior to class.

Homework expectations:

Students are responsible for all assigned work, and for turning it in on the specified date. Written assignments should be done neatly in blue or black ink on standard loose-leaf paper (college- or wide-ruled) or typed. Students will be expected to type longer assignments.

Students are expected to do their own work. Cheating or plagiarizing on class work, on a test, or any other assignment will be dealt with according to academic policy. Parents and school administration will be notified of the dishonesty and a referral will be written into the student's record.

Late work:

All assignments are expected to be handed in on the date they are due. Any assignment that is even one day late will receive a maximum of 65% credit; if an assignment is more than two weeks late, the amount of credit will be reduced. Be aware of deadlines and due dates and work on effectively communicating any issues with Mr. Kienitz

Absences:

If a student is absent from a class, he or she is responsible for finding out what was missed. The student is responsible for getting copies of the notes and/or handouts. Copies of handouts/assignments are available in the room for the student to take.

Make-up work:

In the case of an excused absence, students have two days to getting and completing any missed work. Students have five school days to make up a missed test; two school days to make up a quiz. NOTE: Students must arrange with the teacher for a time to take a missed test/quiz. Class time will not be used for missed tests/quizzes. If tests/quizzes/assignments are not completed within the specified timeframe, the student may lose credit for that assignment. Any student with a legitimate reason for missing a paper or major project may

arrange make-up assignments with the instructor. *The student is responsible for completing all assignments in a timely manner—if a student is absent and has additional time to turn in work, it does not mean the student receives additional time for future assignments assigned when the student is in school!*

Grading:

The AFSA grading percentage scale will be used to determine final grades. In general, the grading scale is: 90% or above=A; 80%=B; 70%=C; 60%=D; less than 60%=F. See the Student Handbook for more specific information.

Assignments and homework:

Students generally will have homework a minimum of three times per week, consisting primarily of reading and/or writing. Assignments should be turned in on the date due and be neat in appearance. If notebook paper is used, the side edges must be removed. If the assignment is an informal one, it may be written in blue or black ink with the following information single-spaced; if it is a formal assignment, it must be typed and double-spaced. The following information should be written on the **upper-left** side of the page:

- Name
- Assignment
- Hour
- Teacher
- Date

Course outline (major units of study; not in order and not all may be covered)

Unit: Argumentative/Persuasive Essay	Unit: Research Essay (required)
Unit: Argumentative/Persuasive Speech	Unit: Preventing Plagiarism
Unit: Compare and Contrast Essay	
Unit: Personal Narrative Essay	

TEAR OFF THE PORTION BELOW AND TURN IN

By signing below I acknowledge that I have read and understand the course syllabus.

Student's Printed Name

Student Signature

Date

Parent/Guardian Signature

Date

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