WINDSOR LOCKS HIGH SCHOOL

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Title: College Writing Level: Elective for Grades 11&12 Credit: .5

**Mission:** It is my mission to empower students to take charge of their own learning by helping them to identify their talents and to turn their weaknesses into strengths. I will help to foster motivated and creative lifelong learners that will confidently employ out-of-the-box thinking to create, innovate, and problem solve. It is my mission to spark excitement for learning in every person who enters my classroom.

**Vision:** It is my vision that each student will enjoy coming to class everyday, and that each student will feel comfortable in my classroom environment to share ideas, to challenge others, and to discover their individual and collective strengths. Not only will students work to master our core standards, but they will strive to take charge of their own education and futures by advocating for themselves and their peers. I will do this by:

* *Teaching with a passion for my subject while incorporating the passions of each of the students*
* *Never settling for less than the best efforts a student has to offer, so that they too will develop intrinsic motivation*
* *Creating a positive, motivating, and safe classroom environment by helping the students explore what respect for and acceptance of others looks like*
* *Being a model of integrity and ethics for students.*
* *Showing respect for students while working to earn theirs*
* *Creatively responding to classroom behaviors in a way that allows the students to reflect on the rewards and consequences of their behaviors and to therefore take responsibility for both their actions and/or inactions*

Course Expectations:

By the end of *College Writing* students will be able to:

* Work in collaboration to strengthen your writing skills.
* Explain how thoughtful reading leads to critical thinking and effective writing.
* Illustrate that writing is a process in which drafting, revising and editing enable writers to clarify what they think and want to express.
* Organize your thoughts and personal writing method.
* Articulate how writing is used in all walks of life for a variety of purposes.
* Exhibit techniques that can be used to strengthen writing skills.
* Compose college-level essays in a variety of rhetorical modes.

**Course Content and Structure:** Semester sequence is as follows…

* Unit 1 – Narration – 4 weeks
* Unit 2 – Argument and Persuasion – 3 weeks
* Unit 3 – Process Analysis – 3 weeks
* Unit 4 – Classification – 3 weeks
* Unit 5 – Causal Analysis – 3 weeks
* Unit 6 – Example – 3 weeks

Students will read and analyze examples of professional and student writings from a variety of rhetorical modes that include: narration, argument, process analysis, classification, causal analysis, and exemplification. In doing so, students will learn the many ways that writers use structure, details, evidence, and point of view to engage readers and help them make sense of the writing.

In addition, students will compose original writings in these various modes so that they may demonstrate their understanding of how a writer uses, organizes, and develops specific details to develop and support a thesis. Students will learn to identify and write strong topic sentences, add support sentences, and write strong concluding sentences. Students will also learn to identify and write effective simple, compound, and complex sentences to use as an important part of writing paragraphs and longer papers.

**Classroom Expectations:**

1. Be on time and prepared for class **EVERY DAY** with appropriate materials and completed homework. All materials should be on your desk when the bell rings. Any borrowing of materials is to be done before class. Additionally, trips to the lavatory, water, etc. are to be done during passing time between classes unless absolutely necessary.
2. Cell phones must be turned off and put away out of sight upon entering the classroom.
3. Work to the best of your ability **EVERY DAY**.
4. Follow directions.
5. Respect yourself, your classmates, your teacher(s) and all support staff. Be courteous and demonstrate good manners.
6. Follow the six pillars of character: trustworthiness, respect, responsibility, fairness, caring and citizenship.
7. Speak, one person at a time, during discussion.
8. Keep the classroom clean and put materials away neatly.
9. Discuss any issues and/or concerns with teachers privately.
10. Wait to be dismissed by the teacher, not the bell.

\*In addition to these expectations, students are expected to follow all rules in the student handbook and Board of Education policies.

**Plagiarism:** Taking credit for someone else’s thoughts or work is plagiarism. Examples of plagiarism include:

* Writing another person’s ideas
* Handing in another person’s work or copying another student’s work
* Handing in work for an assignment in my class that you have used in another class
* Handing in work without a correct MLA citation, whether from the internet or any other source

**Plagiarism** is not acceptable, will earn you a zero and may result in additional conversations with administration and parents or other consequences.

**Course Content and Structure:** Units may be made up of short stories, memoirs, poetry, novels, non-fiction, plays, writing, grammar and vocabulary. *The class will continually build upon and return to these skills throughout the year.*

There are six categories assignments may fall under throughout the year:

* 1. Homework- assignments given to practice, reinforce, elaborate, prepare and extend understanding of standards
  2. Classwork (formative) – initial attempts at learning (for example: checking for understanding and development of skills; responses to literature; entrance/exit tickets; bell work)
  3. Formative Assessments – drafts of essays; reading comprehension quizzes / reading checks
  4. Classwork (summative)- graded classroom assignments that measure mastery of short-term learning targets and standards in the unit (for example: responses to literature, quizzes, written or verbal analysis)
  5. Projects / Labs – formal presentations (for example: major essays; PowerPoint project; Prezi presentations)
  6. Summative Assessments - graded assignments that measure learning and mastery of unit standards (for example: quizzes, shorter essays, tests)

**English Department Homework Philosophy:**

In this class, homework is meaningfully designed as a formative assessment to practice and strengthen skills and prepare for subsequent classroom and real world applications and summative assessments. Homework will be reported and assessed as a separate habit of work rather than a percentage of the overall class average. Developing strong habits of work is a springboard for future success in college and career readiness.

**Expectations for Learning:**

* As an active participant in your learning, you will need to ask questions, demonstrate your understanding by answering questions and participating in discussions, and work hard to meet the expectations each and every day.
* In order for us to build on your strengths and address your weaknesses, it is essential that you complete and revise work when needed. You are encouraged to come for extra help if you are unsure of an assignment or feel that you are struggling with concepts.
* Meeting assignment deadlines is essential! Computer and/or printer issues are not an excuse to miss a deadline. It is an expectation, therefore, that you enter the classroom on the day that an assignment is due with that assignment completed to the best of your ability. If you do not meet this expectation, you will stay after school on a designated day to complete the work. If you are playing a sport or are scheduled for an after-school activity, your coach or teacher-advisor understands this expectation.

**All formal papers** must be typed in 12 font, Times New Roman, double spaced with the proper MLA headings (I will specify when a paper may be neatly written in ink). Students must turn in all drafts of papers (original, revisions, and final).

**Quarterly Grades (on a point system):**

Summative Classwork: 20%

Projects / Labs: 30%

Summative Assessments: 50%

***PowerSchool will be updated weekly. Projects and essays will be graded and scores put into PowerSchool no later than 10 school days after assignment is given. When necessary, exceptions may be made and students will be notified.***

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**Evaluating Your Habits of Work**: **Separate from your numeric grade** based on the measures above, you will be evaluated on a daily to weekly basis on the following four Habits of Work:

* 1. Homework Completion
  2. Participation in Class Discussions
  3. Conducting Yourself Appropriately
     1. Being on time and prepared for class
     2. Respecting and listening to others
     3. Responsible use of technology
     4. Using Appropriate Language
  4. Time on Task

These four Habits of Work will be reported separately on your report cards according to the following scale:

* **ES** - Exceeds Standard
* **MS** – Meets Standard
* **PS** – Progressing toward Standard
* **LP** – Limited Progress

The separation of homework from numeric grades is a significant school-wide shift at WLHS. The intent is to

distinguish between the reporting of **WHAT** you learn (content standards) and **HOW** you learn it (**H**abits **o**f

**W**ork). To be clear, homework is still graded. You need to do it consistently in order to master standards

and to succeed on tests and quizzes.

However, by reporting homework completion (as well as participation, conduct, and time on task) separately,

your numeric grades become more reflective of *what you know and can do*. Your habits of work scores can

help you and your parents understand *why you are struggling and what to do about it*. Furthermore, as WLHS

continues to develop interventions and supports to help you succeed, the Habits of Work provide clear

expectations about what you can do to usethose additional supports.