

Composition I

Welcome, everyone! I have three primary goals for this class:

- 1) to help each student craft well-constructed sentences, paragraphs, and papers,
- 2) to teach research and organizational methods, and
- 3) to increase each student's ability to think critically about various topics.

Secondary goals include increasing vocabulary and bolstering a tolerance for the five-paragraph essay.

The syllabus is subject to change, particularly if I see a need to switch directions, to slow down, or to speed up. I communicate regularly on the class page, which you (student and/or parent) should check between class meetings:

jennicreates.com/tc-classes/comp-class/

Password: thursdayconnection

Feel free to contact me at any time: (423) 503-7971 / jennie@jennicreates.com

This class will cover introductory basics to writing eight types of papers, including **Process, Compare/Contrast, Biography, Descriptive, Formal Argument, Future Career, Literary Analysis, and a Personal Review.**

The following rules apply for every assignment:

1. Every paper must be typed in the proper format - Times New Roman, 12 pt. font, double-spaced.
2. Rough drafts are required.
3. *Patience and respect is necessary during in-class instruction.* Because the class is made up of sixth through eighth graders with various levels of writing ability, sometimes tedious lessons on grammar and punctuation are important for some and unnecessary for others. Be considerate of those around you.
4. When peer critique happens in class (which will be often), remember the goal is to be HELPFUL, *not* CRITICAL. Sharing ideas is encouraging, but telling a classmate that something is wrong or dumb is not. *Encouragement is key.*

Required Materials: Access to a computer and printer; a dictionary; a new, used, or borrowed copy of *MLA Handbook* (7th edition or higher); a notebook/journal/paper in an existing notebook for keep a list of defined vocabulary words; pencil/pen for in-class work; access to a local library

Helpful Materials: Internet access for safe-searching online/research; a free Grammarly account; parental support for at-home editing

There are three primary elements to this class.

1) Vocabulary: Each week students will have five vocabulary words to define and study. While this may seem tedious, my goal is to elevate students' writing and that includes improving their vocabulary. They'll have 60 words each semester and will make up 30% of their overall grade.

2) *MLA Handbook* Reading/Worksheets: Students will work through the majority of the *MLA Handbook* and have worksheets to go along with the assigned reading. The worksheets make up 20% of their overall grade.

3) Eight Academic Papers and Essays: These papers will require the majority of students' brain power and will account for 50% of their overall grade.

Note: I have high expectations for all of my students, but as a homeschooling mother I understand there are plenty of variables that affect a student's capabilities. If there is a problem with an assignment, contact me **BEFORE** it is due. I have no problem extending grace to a student BEFORE a due date. There is less grace to be extended **ON** or **AFTER** a due date. :)

| Fall 2018 | Topic Covered | Homework |
|------------------|---|--|
| 1 Aug. 16 | Intro to class/syllabus review Structure of Five-Paragraph Essay; Intro to MLA Format | Write a 500-word essay about yourself, follow format; Vocab, Read Ch. 3 (3.1.1-3.3.3) in the <i>MLA Handbook</i> MLA/Mechanics Worksheet 1 |
| 2 Aug. 23 | Vocab Quiz, Intro to Process Paper, How to Outline | Vocab, Draft Outline for Process Paper Read Ch. 3 (3.4.1-3.7.7) and 1.8 in the <i>MLA Handbook</i> MLA/Mechanics Worksheet 2 |
| 3 Aug. 30 | Vocab Quiz, GC, Writing a Thesis and Crafting Topic Sentences | Vocab, Write first paragraph with thesis and three topic sentences; Read Ch. 2 (2.1-2.8) and Ch. 4 (4.1-4.4) and 1.9 in the <i>MLA Handbook</i> MLA/Mechanics Worksheet 3 |
| 4 Sept. 6 | Vocab Quiz, GC, Transitions, Writing a Conclusion | Vocab, Write rough draft, turn in via email |
| 5 Sept. 13 | Vocab Quiz, Rough drafts returned , Intro to Compare/Contrast, How to Brainstorm, Venn Diagram | Vocab, Finalize Process Paper, Choose topic, make lists or Venn Diagram; Read Ch. 5 (5.1-5.3.3) in the <i>MLA Handbook</i> MLA/Mechanics Worksheet 4 |

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| 6 Sept. 20 | Vocab Quiz, Discussion about lists/diagrams, How to turn those into sentences | Vocab, Draft Outline for C/C paper with thesis and topic sentences; Read Ch. 6 (6.1-6.3) in the <i>MLA Handbook</i> MLA/Mechanics Worksheet 5 |
| 7 Sept.27 | Vocab Quiz, GC, Transitions, Writing conclusions | Vocab, write rough draft of C/C paper, email |
| 8 Oct. 4 | Vocab Quiz, Rough Drafts returned , Intro to Biography, Research methods | Finalize C/C paper, Decide who you want to research; Review* Ch. 5 (5.4-5.5) in the <i>MLA Handbook</i> MLA/Mechanics Worksheet 6 |
| 9 Oct. 18 | Proper sources, how to cite them, drafting a thesis | Vocab, Research person, decide what aspects of his/her life to cover; Review* Ch. 5 (5.6-5.7) in the <i>MLA Handbook</i> ; MLA/Mechanics Worksheet 7 |
| 10 Oct. 25 | Vocab Quiz, Discussion of findings, Works Cited page format | Vocab, organize research notes to fall under three topics, write Outline with thesis and three topic sentences; MLA/Mechanics Worksheet 8 |
| 11 Nov. 1 | Vocab Quiz, GC, How to summarize, paraphrase, and quote | Vocab, Write rough drafts |
| 12 Nov. 8 | Vocab Quiz, Rough Drafts returned , Intro to Descriptive Paper | Vocab, Finalize Biography, Brainstorm ideas for Descriptive Paper |
| 13 Nov. 15 | Vocab Quiz, Figurative Language for Creativity, Writing a thesis for Description | Vocab, Outline for Descriptive Paper; read handout on figurative language |
| 14 Nov. 29 | Vocab Quiz, GC, Check on Sensory Details | Write rough draft |
| 15 Dec. 6 | Rough Drafts returned , Intro to Formal Argument | Finalize Descriptive paper |
| 16 Dec. 13 | Papers/Grades returned, Game for extra points | |