

Name of School:

Name of Course: **Writing Experiences**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

Writing Experiences focuses on developing student writers by use of the process approach. Writing assignments of varying lengths and types include expository, persuasive, and narrative writing. This course includes journal writing; writing based on literature; and speaking, listening, and viewing activities. Attention is given to organization, unity, coherence, sentence variety, and information retrieval.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Grade Level Benchmarks:

- Students will be able to produce concise and effective writing through planning, revising, and editing.
- Students will be able to organize and develop ideas into coherent, multi-paragraph papers using transitional devices.
- Students will be able to employ *Pathways to Knowledge Research Model* throughout writings involving research.
- Students will be able to write for different audiences and purposes.
- Students will be able to analyze and evaluate a literary selection.

Course Information

Writing Experiences is a one-term course with .5 credit awarded upon completion. There are no prerequisites for this course; however, it is strongly recommended that students have successfully completed *English 9* prior to taking *Writing Experiences*.

Course Outline/Calendar

Core writing assignments include: reflective writing, timed writing, comparison/contrast, persuasive, critical analysis, and a research paper. In addition, students will complete several extension activities. Students will also keep a journal, study vocabulary, and develop their writing style. Pre-writing, rough drafts, and revisions must be turned in along with the final copy of each writing.

- Discussion of class requirements, style sheet, and writing process.
- **ACT Skills: English**
- Timed Writings will take place throughout the 9-week course.
- Required academic vocabulary instruction.
- Reflective writing
- Comparison/Contrast writing
- Persuasive writing
- Research paper. Research outside of the class will be needed.
- Critical Analysis
- Extension Activities
- End-of-Term Assessment

Text/Other Required Materials/Resources (Teacher will determine.)

- *Elements of Writing* (purple edition)
- spiral notebook/three-ring binder
- pencil, blue or black pens
- loose-leaf paper
- index cards
- There is a per-page charge to print in the LMC.

Additional Texts/Materials/Resources

Instructional Procedures & Support

- A variety of teaching methods and strategies will be used, e.g., direct instruction, cooperative groups, graphic organizers, note taking, and framing.
- District Literacy Initiative strategies will be used.
- Students will receive verbal and written instructions for core and extension assignments.
- Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance.
- Students will be given the opportunity to rewrite all papers with the exception of the research paper.
- **ACT Skills: English**

Classroom Management Procedures

Assessment Plan

Points are accumulated through daily work, quizzes, activities, and papers. Core writings and extension activities are weighted more heavily. Completing the writing assignments is essential.

Grading System

Points accumulate for daily assignments, writing assignments, extension activities, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011
Quarter 4	Apr. 20, 2011	May 24, 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	

D	60 – 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning