

Name of School:

Name of Course: **Guided Writing Projects**

### Instructor Information

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

### Course Description

*Guided Writing Projects* employs the workshop approach to writing and evaluation including conferences. Through guidelines provided by the teacher, students have the opportunity to select several writing projects and to write in a variety of forms. This course incorporates journaling, personal essay, fiction writing, writing based on literature, and business writing. This course requires students to become actively involved in the various phases of the writing process: selecting their own topics, sharing, responding, and publishing.

### 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 utilize the writing process to communicate.
- Students will be able to write for different audiences and purposes.
- Students will be able to use a variety of techniques to convey personal style and voice.
- Students will be able to analyze and evaluate a literary selection.
- Students will be able to employ *Pathways to Knowledge Research Model* throughout writings involving research.
- **Expert:** Students will be able to prepare at least one extended research project using a variety of sources and selecting from a variety of reporting modes.

### Course Information

*Guided Writing Projects* is a one-term course that fulfills the Communications requirement for grades 11 and 12. This course is worth .5 credit per term. There are no prerequisites for this course.

## Course Outline/Calendar

The following writing units will be covered:

- personal,
- descriptive,
- persuasive, research-based writing,
- process writing,
- critical analysis,
- fictional narrative, and
- required academic vocabulary instruction
- **ACT Skills: English**

Students are required to complete a composition at the end of each unit. Students will also complete a variety of assignments to improve their listening, viewing, grammar, and vocabulary skills. Students are required to read and report on a self-selected novel of a minimum of 200 pages or more.

## Text/Other Required Materials/Resources

There is no textbook for this course.

Students will need the following materials:

- pencil, blue/black pens,
- plentiful supply of loose-leaf paper,
- spiral notebook (college rule 70+ pgs.),
- 10 cents for each page printed in the LMC.

## Additional Texts/Materials/Resources

## Instructional Procedures & Support

- The following methods for delivery of instruction will be utilized: cooperative learning groups, lecture, modeling, hands-on work, critical viewing, and some book work.
- District Literacy Initiative strategies will be used.
- **ACT Skills: English**
- The following teaching strategies will be employed: graphic organizers, brainstorming, note taking, prewriting activities, higher order thinking skills, and vocabulary development.
- Compositions must include prewriting, rough drafts with evidence of editing, and final drafts stapled together. Compositions must be typed in Times New Roman font, 12-pitch size, and double spaced.
- Students will be given a weekly vocabulary test which includes spelling each word correctly, giving a simple definition, and using the word in a context-clue sentence structure.

## Classroom Management Procedures

## Assessment Plan

Progress reports/grades will be handed to students on the dates below. Throughout the class, multiple assessments will be used including teacher evaluation, self-evaluation, and peer evaluation. The grade will be a combination of daily work, tests, quizzes, writing assignments, projects, and class participation.

## Grading System

Points accumulate for daily assignments, writing assignments, 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

<b>A</b>	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
<b>A<sup>-</sup></b>	90 - 92	
<b>B<sup>+</sup></b>	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
<b>B</b>	83 - 86	
<b>B<sup>-</sup></b>	80 - 82	
<b>C<sup>+</sup></b>	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
<b>C</b>	73 - 76	
<b>C<sup>-</sup></b>	70 - 72	
<b>I</b>		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.
<b>D<sup>+</sup></b>	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
<b>D</b>	63 - 66	

<b>D</b>	60 – 62	
<b>F</b>	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