

High School Research & More – IEW – A Week

Grades: 9 – 12

Prerequisites: Experience with formal 5-paragraph essays. Additionally, students should have experience with IEW Stylistic Techniques.

It is preferred that students have taken a writing course with Eva Goldstein-Meola in the past, preferably either MSW or AAE.

Please contact Eva at eva@opententacademy.com to make sure this class is a good fit for your student.

Day of Week: Tuesday * A Week *

Time of Class: 1:00 pm – 2:30 pm ET

Semester: Full Year

Length of Class: 14 Classes

Semester: Full Year

** Note Dates Below as they are different than the OTA*

*2020 – 2021 Dates * Take note that class (typically) meets every other week.*

Tuition: \$500.00

High School Credit: .5 – English (you need to add in literature)

Class Dates:

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| Class 1 | September 1 |
| Class 2 | September 15 |
| Class 3 | October 13 |
| Class 4 | October 27 |
| Class 5 | November 10 |
| Class 6 | December 1 |
| Class 7 | January 5 |
| Class 8 | January 19 |
| Class 9 | February 2 |
| Class 10 | February 16 |
| Class 11 | March 2 |
| Class 12 | March 16 |
| Class 13 | April 13 |
| Class 14 | April 27 |
| Make Up: | May 18 |

Instructor's Name: Eva Goldstein - Meola

Instructor's Email: eva@writingteacher.com

Instructor's Skype: [eva.goldstein.meola](https://www.skype.com/people/eva.goldstein.meola)

Instructor's Phone: 786-605-0694

Instructor's Whats App: +972-58-642-5051

Office Hours: By appointment

Description of Class:

High School Research and More consists of two major components: College Application Essays and a Semester Long Term Paper.

During the first half of the year, the students will also learn how to write a **solid** personal essay; these types of essays will help them with gaining admission to competitive summer programs, internships, colleges, and help their chances towards earning scholarships.

During the second half of the year, students will focus on the RESEARCH TERM PAPER. Students will learn how to dissect these “long, scary assignments” and break them down into manageable chunks. We will examine how to break down a (approximately) fifteen to twenty page “assigned” term paper using time management and organizational skills. The student will learn how to:

- Research with multiple sources
- Utilize an online database via the public library
- Merge notes together to limit and choose the most appropriate information for their topic
- Write a solid thesis statement
- Write from their notes making sure all notes are appropriate for their topic
- Use IN TEXT citations
- Write an MLA bibliography, transitional paragraphs, introductory and concluding paragraphs

In between our term paper, *if time allows*, we will approach the Timed SAT Analytical essay.

This class is fast-paced, with the emphasis on EDITING – TRULY EDITING, using their COMPOSITION CHECKLIST. The goal is for the student to understand that writing takes TIME and cannot be done successfully in just one or two brief sittings. **The students ARE expected to work at home for a minimum of 45 minutes per weekday on their “homework” – which is given at the end of each class.** All students are expected to email their homework for evaluation to eva@writingteacher.com.

Class Approach:

Students are expected to be present in class, with class notes in front of them, participating actively and asking questions when they arise.

Students are expected to USE their CLASS NOTES (provided by instructor) while writing.

Students are expected to USE their ASSIGNMENT PLANNERS while writing.

Students are expected to USE their COMPOSITION CHECKLIST while editing.
Middle School Writing is an interactive, fast paced class.

Goals:

If the student participates in class and does their homework to the best of their ability using the tools provided, it is expected that by the end of the first half of the year the student will feel comfortable (depending on age/grade level) with the personal essay for college, scholarship and internship applications. In addition, if the student participates in class and does their homework to the best of their ability using the tools provided, it is expected that by the end of the second half of the year the student will feel comfortable with the concept of how to approach a college level term paper.

NOTE: It is up to your students to put forth the effort.

Textbook:

All handouts will be provided by instructor. Students can find them on our learning management system, CANVAS.

The Synonym Finder by JL Rodale

https://www.amazon.com/Synonym-Finder-Rodale-published-Little/dp/B00EKYGECK/ref=sr_1_2?ie=UTF8&qid=1541955560&sr=8-2&keywords=the+synonyms+finder&dpID=41e0wnOg2XL&preST=_SY291_BO1,204,203,200_QL40_&dpSrc=srch

Additional Supplies/Resources Needed:

1. All handouts will be made available on the LMS
2. A three-inch (3 ring) notebook. The parent/students will have papers to print out prior to class. These papers will be filed in this notebook (after class is over) to create a "Writing Textbook". This notebook can help them FOR LIFE. It is truly a gem!
3. Nine dividers for your notebook (directions will follow on HOW TO ASSEMBLE YOUR NOTEBOOK page)
4. Approximately one ream of computer paper per student (500 sheets) for the year.
5. Access to printer with black ink. Personally, I would teach my child how to set the printer on DRAFT so you don't "waste" any unnecessary ink.

The nine dividers should be labeled:

1. Homework
2. Final Drafts
3. Banned Words
4. Stylistic Techniques
5. Narrative Essays
6. Personal Essays
7. Basic Research Paper
8. Research Term Paper
9. Timed Writing

Requirements:

Attending class and/or watching the recording as soon as possible. If questions arise, it is expected that students will contact Eva at eva@writingteacher.com as soon as possible.

Weekly Homework:

Homework is given at the end of each class. It is expected that the students work a *minimum* of 30 minutes per day on their assignment; approximately 6 hours over the course of two weeks is required to produce a well written paper.

Homework Policy:

Homework is to be turned in prior to the next class via the LMS.

Additional Policies:

100% effort, honesty and politeness are expected in this class.

Evaluation:

Students will receive an evaluation back via CANVAS with written, oral and possible "video" comments (if I get brave enough). In addition, you will find "grades" in GRADEBOOK within Canvas once papers are graded and/or quizzes are submitted.

"E" stands for Exceeds Expectation. To receive an "E", there is significant evidence that the student used the ASSIGNMENT PLANNER and COMPOSITION CHECKLIST. This paper "exceeds" my expectations. It goes the extra mile. This is the equivalent of an "A" in a traditional grading system. A means excellent, which in my opinion is above and beyond my expectations. *You must Impress me to receive a "E"*. Within the grade book on CANVAS, you will receive 10 points for an "E".

"M" stands for Meets Expectations. This paper shows that they have learned most concepts from the lesson presented in class as well as continued to implement the past concepts. It is a good paper; however, it does NOT go above and beyond. There is likely evidence of BASIC mistakes that the student should have mastered already. This is the equivalent of a "B" in a traditional grading system. This is where your child should be to be successful. This is a SOLID

grade. Most students will likely be at this level. Within the grade book on CANVAS, you will receive 8 points for an "M".

"Y" stands for Not Yet. This paper shows lack of understand of the basic concepts taught in class. This paper shows that not enough time was put into writing and/or editing. This paper does not demonstrate that the student understood the lesson from class. This is the equivalent to a "C-" or "D" in a traditional grading system. Within the grade book on CANVAS, you will receive 6 points for a "Y".

"I" stands for Incomplete. This means you have not completed your work correctly according to the ASSIGNMENT PLANNER or COMPOSITION CHECKLIST. This is equivalent to an "F" in a traditional grading system. Students CAN redo an I. Within the grade book on CANVAS, you will receive 4 points for an "I".

Anticipated Weekly Course Schedule:

| Week | Topic |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | Narrative Essays Brainstorming: "I" and "Web" for Narrative Essays Showing vs. Telling Arms & Cups Banned Words Creating Titles Numbers Rules |
| Week 2 | Top Ten List Stylistic Techniques: LY adverb; adj, adj noun; dual verbs; dual LY adverbs, dual adjectives; because clause; Adjective Clause; Adverbial Clause; Alliteration, Personification, Simile, Metaphors; Strong Emotions and Feelings Quiz: Arms & Cups |
| Week 3 | Personal Essay Punctuation Rules: Comma, Semi-Colon, Colon Sentence Openers: Subject, LY Adverb, Clausal, Prepositional, ING and ED |
| Week 4 | Personal Essays – Common Application Questions |
| Week 5 | Personal Essays – Supplemental Application Questions |
| Week 6 | Personal Essays – The Unusual Question |
| Week 7 | Five Paragraph Research Paper Transitional Bridge |
| Week 8 | Overview of Term Paper |

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|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>Explain Deadlines</p> <p>First Job: Choosing Overall Topic, three topics for papers, and their subtopics</p> <p>MLA Bibliography</p> <p>Mid Term Exam</p> |
| Week 9 | <p>First Five Paragraph Paper</p> <p>MLA Bibliography</p> <p>In Text Citations</p> <p>Stylistic Techniques: Adverbial Teeter Totters; Adjectival Teeter Totters</p> |
| Week 10 | <p>Second Five Paragraph Paper</p> <p>Stylistic Techniques: Triple Extensions (3)</p> <p>Analytical Essay – Timed SAT</p> |
| Week 11 | <p>Third Five Paragraph Paper</p> <p>Stylistic Techniques: Triple Extensions (3)</p> <p>Analytical Essay – Timed SAT</p> |
| Week 12 | <p>Mega Introduction and Mega Concluding Paragraph</p> <p>Transitional Paragraphs</p> <p>Stylistic Techniques:</p> <p>Analytical Essay – Timed SAT</p> |
| Week 13 | <p>Editing</p> <p>Review for Final Exam</p> <p>End of Year Jeopardy</p> |
| Week 14 | <p>Term Paper Due – NO EXCEPTIONS</p> <p>Final Exam</p> |