

Introduction to IEW Writing - *A Week*

Grades: Grades 3 (mature) – 6

Day of Week: Tuesday * A Week *

Time of Class: 1:00 pm – 2:30 pm ET

Semester: Full Year

Length of Class: 14 classes

Tuition: \$500.00

Class Dates:

Class 1 Week of October 4

Class 2 Week of October 18

Class 3 Week of November 1

Class 4 Week of November 15

Class 5 Week of December 6

Class 6 Week of January 10

Class 7 Week of January 24

Class 8 Week of February 7

Class 9 Week of February 21

Class 10 Week of March 7

Class 11 Week of March 28

Class 12 Week of April 11

Class 13 Week of May 9

Class 14 Week of May 23

Make Up: Week of June 13

Instructor's Name:

Instructor's Email:

Instructor's Phone:

Instructor's Whats App:

Jonathan Meola

jonathan@opententacademy.com

305-906-2897

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Description of Class:

**If you want a smaller group than Eva's classes – this is the one you want to register for!
The class is identical to Eva's ----- everything is the SAME!
Jonathan's writing classes are limited to 15 students!**

This is an *interactive, introductory class* geared towards middle and upper elementary level students. In this class, students will focus on brainstorming, note taking and writing both fiction and nonfiction pieces. Writing structures will include: summarizing nonfiction, narrative summaries, beginning story writing using narrative summaries, beginning report writing, writing from pictures, and beginning essay writing. Simultaneously, students will also learn how to implement various stylistic techniques to increase description, as well as remove “banned words” (overused, boring words) from their writing.

Each week, Eva will review past lessons to encourage mastery. Parents are encouraged to actively participate in the homework process. Scribing for your child is acceptable (however, don't change their words!).

Students are encouraged to repeat this class twice. The first year tends to be overwhelming, and in most cases the second year is when their internal “light bulbs switch on” and writing happens!

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.

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 Intro to Writing the student SHOULD be able to progress to Powerful Paragraph. However, with this said MANY students, especially if they take INTRO as a 3rd or 4th grader, take a second year of INTRO to make sure these introductory skills are imbedded in their writing. In my opinion, slow and steady wins the race.

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_BO1,204,203,200QL40 &dpSrc=srch

Additional Supplies/Resources Needed:

- A three-inch 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!
- Eight dividers for your notebook. Directions below.
- Approximately one ream of computer paper per student (500 sheets) for the year.
- 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 dividers should be labeled:

1. Homework
2. Final Drafts
3. Banned Words
4. Stylistic Techniques
5. Keyword, Note Taking, Summarizing
6. Narrative Stories
7. Research Writing
8. Expository Essays

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 session. It is expected that students work on their assignment 20 – 30 minutes **daily** between class sessions.

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:

Exceeds Expectations

Meets Expectations

Not Yet

Incomplete

"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 an "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	Keywords, Notetaking and Verbal Rehearsal
Week 2	Keywords, Notetaking and Summarizing Non-Fiction Banned Words: Said, Small, Big
Week 3	Keywords, Notetaking and Summarizing Non-Fiction Banned Words: Bad, Good

Week	Topic
	Stylistic Technique: LY Adverb
Week 4	Narrative Summaries Banned Words: Ugly, Pretty Stylistic Technique: Adj, Adj Noun; Strong Verb
Week 5	Narrative Summaries Banned Words: Mean, Nice Stylistic Technique: Strong Emotion and Feeling, Dialogue
Week 6	Narrative Summaries with a Twist Banned Words: Fun, Plain, Help/Helped Stylistic Technique: Because Clause; Who-Which Clause
Week 7	Narrative Summaries with a Twist Mid-Year Jeopardy
Week 8	Research Writing One Paragraph – One Source Banned Words: Interesting, Awesome, Cool, A Lot Stylistic Technique: www.asia
Week 9	Research Writing “Famous Person” Two Paragraphs – One Source MLA Bibliography Banned Words: Came/Come/Go/Went, Eat/Ate
Week 10	Research Writing One Paragraph – Three Sources MLA Bibliography Banned Words: See/Saw/Look, Tell/Told Sentence Openers: Subject; LY Adverb
Week 11	Research Writing – “Famous Location” Two Paragraphs – Three Sources MLA Bibliography Banned Words: Think/thought, Get/Got Sentence Openers: Prepositional, Clausal
Week 12	The Beginnings of an Expository Essay How to Paragraph Banned Words: Make/Made, Sit/Sat
Week 13	Four Paragraph Expository Essay Focus: Introductory Paragraph, Concluding Paragraph

Week

Topic

Choosing Subtopics

Week 14

End of Year Jeopardy
