

## Middle School Writing – IEW – B WEEK \*

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<b>Grades:</b>	<b>Grades 6 (mature) – 9</b>
<b>Prerequisites:</b>	<b>Students should be ready to write a 5-paragraph essay. Preferred (not required) experience in either Powerful Paragraph or Intro to Writing (or its equivalents)</b>
<b>Day of Week:</b>	<b>Monday * B Week *</b>
<b>Time of Class:</b>	<b>11:00 am – 12:30 pm ET</b>
<b>Length of Class:</b>	<b>14 meetings</b>
<b>Semester:</b>	<b>Full Year</b>
<b>Tuition:</b>	<b>\$500.00</b>

### **Class Dates:**

Class 1	Week of October 11
Class 2	Week of October 25
Class 3	Week of November 8
Class 4	Week of November 29
Class 5	Week of December 13
Class 6	Week of January 17
Class 7	Week of January 31
Class 8	Week of February 14
Class 9	Week of February 28
Class 10	Week of March 14
Class 11	Week of April 4
Class 12	Week of April 25
Class 13	Week of May 16
Class 14	Week of May 30
Make Up:	Week of June 20

<b>Instructor's Name:</b>	<b>Eva Goldstein - Meola</b>
<b>Instructor's Email:</b>	<b>eva@writingteacher.com</b>
<b>Instructor's Phone:</b>	<b>305-906-2853</b>
<b>Instructor's WhatsApp:</b>	<b>305-906-2853</b>

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### **Description of Class:**

This fast paced, interactive class begins preparing your student for high school and (eventually) college level writing. In Middle School Writing, the students will be writing five paragraph critiques, research papers and essays (expository, persuasive and narrative). Students will practice each structure at least twice allowing the student to write the second or third papers with the same structure with more ease.

During class, each structure will be *introduced, explained, brainstormed and modeled*. While working on their homework it is expected that they use their handouts for reference. Students are expected to repeat the entire writing process with some degree of independence. Students might need parental assistance; however, over time we are striving for them to establish their independence as writers.

Students will work on finding their voice through required stylistic techniques that they add into their writing. We also work hard on eliminating the use of the “subject-opener” using various sentence openers. Finally, there is a list of banned words (overused, boring) that the students are not allowed to use, so that they can find more descriptive ways to say what they mean.

There is an emphasis on editing – TRULY editing, by using their composition checklist. However, at this stage editing means *revising, revamping, rewriting, restructuring*..... not just correcting.

### **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 year of Middle School writing, it is expected that students feel more comfortable writing a 5-paragraph essay. It is typically during the second year of MSW, that students can increase their writing speed, finding their voice and fluency of word choice as the process become easier.

### **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](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:**

- 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!
- Nine 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. Critique Writing
6. Research Writing
7. Expository Essays
8. Persuasive Essays
9. Narrative 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](mailto: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	Critiques 26 Banned Words Stylistic Techniques: LY Adverb, Adj, Adj Noun, Strong Verb

<b>Week</b>	<b>Topic</b>
<b>Week 2</b>	Critiques Number Rules, Title Rules, ARMS & Cups Stylistic Techniques: Three Duals
<b>Week 3</b>	Critiques Stylistic Techniques: Three Clauses
<b>Week 4</b>	Research Paper – One Paragraph – Focus: Notetaking – MLA Bibliographies Stylistic Techniques: Six Sentence Openers
<b>Week 5</b>	Research Paper – Five Paragraphs – Three Subtopics – MLA Bibliographies
<b>Week 6</b>	Mid-Year Jeopardy Review
<b>Week 7</b>	Expository Essays Focus: Introduction and Concluding Paragraphs
<b>Week 8</b>	Expository Essays Quiz: Elements of Introduction and Concluding Paragraphs
<b>Week 9</b>	Persuasive Essays
<b>Week 10</b>	Persuasive Essays Transitional Bridges
<b>Week 11</b>	Persuasive Essays Stylistic Techniques: Teeter Totters
<b>Week 12</b>	Narrative Essays Showing vs. Telling Strong Feelings and Emotion Words Dialogue Rule Review
<b>Week 13</b>	Narrative Essays Showing vs. Telling
<b>Week 14</b>	End of Year Jeopardy