

# All About Essays – IEW Writing - \*A Week\*

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**Grades:** 9 - 11

**Prerequisites:** Some experience with 5-paragraph essay writing. Students should have either been in Eva Goldstein-Meola's MSW class/Perspectives or the equivalent. Please contact Eva at [eva@writingteacher.com](mailto:eva@writingteacher.com). to make sure this class is a good fit for your student.

**Day of Week:** Monday

**Time:** 11:00 am – 12:30 pm ET

**Length of Class:** 14 Classes

**Semester:** Full Year

**Tuition:** \$500.00

**High School Credit:** .5 English (you need to add the literature component)

## Class Dates:

Week 1 – Week of August 29

Week 2 – Week of September 12

Week 3 – Week of October 24

Week 4 – Week of November 7

Week 5 – Week of November 28

Week 6 – Week of January 9

Week 7 – Week of January 23

Week 8 – Week of February 6

Week 9 – Week of February 27

Week 10 – Week of March 13

Week 11 – Week of April 17

Week 12 – Week of May 1

Week 13 – Week of May 15

Week 14 – Week of May 29

Make Up Week – Week of June 12

**Instructor's Name:** Eva Goldstein - Meola

**Instructor's Email:** [eva@writingteacher.com](mailto:eva@writingteacher.com)

**Instructor's Phone:** 305-906-2853

**Instructor's Whats App:** 305-906-2853

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## Description of Class:

It is imperative that students, with the goal of attending college, can write basic essays with ease, speed, and confidence. In this class, your child will become well-versed in the structure and application of *expository, persuasive, compare/contrast, research, and personal essays*, which are found on most applications and scholarship forms for college, competitive summer programs and high school admission. Students will explore and implement many stylistic techniques within the structures of their essays that will assist them later in finding their voice within their own written words. They will learn how to use composition checklists to ensure that they have done a solid job editing their work. This class is high 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 in one or two sittings. It is expected that the students work a minimum of 45 minutes per day on their assignment; a minimum 7 – 8 hours over the course of two weeks to produce a well written paper.**

NOTE: A good essay is NOT done in ONE or TWO sittings; instead, it is created over time. When a student grows into a confident writer, less time will be needed for the process. This typically happens in the second year of this class. While working on homework, students are expected to repeat the writing process with some degree of independence. NEW (first year) students might need parental assistance, but, over time, ultimately, we are striving for them to establish independence as writers. In addition, after multiple years studying/using IEW methodology, it is often during the second year of this class that a student will begin “finding their voice” and given freedom to use stylistic techniques as they feel needed. Homework is given at the end of each class. Students are expected to email their writing for an evaluation to [eva@writingteacher.com](mailto: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.

All About Essays 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 in All About Essays, students feel more comfortable writing a 5-paragraph essay.

### **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:**

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.

Nine dividers should be labeled:

1. Homework
2. Final Drafts
3. Banned Words
4. Stylistic Techniques
5. Expository Essays
6. Persuasive Essays
7. Compare / Contrast Essays
8. Research Writing
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 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".

## Week

## Topic

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### Week 1

Expository Essay  
Introductory and Concluding Paragraphs  
26 Banned Words  
The Writing Process  
Creating Titles  
The Number Rule

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### Week 2

Expository Essay  
ARMS & CUPS

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<b>Week</b>	<b>Topic</b>
	Stylistic Technique: LY Adverb; Strong Verb; Adj, Adj Noun; Adjective Clause, Adverbial Clause, Because Clause
<b>Week 3</b>	Persuasive Essays Stylistic Techniques: Dual Verbs, Dual LY Adverbs, Dual Adjectives Sentence Openers: Subject, LY Adverb, Clausal, Prepositional, ING and ED
<b>Week 4</b>	Persuasive Essays 3SSS, VSS
<b>Week 5</b>	Compare / Contrast Essay Punctuation Rules: Commas, Semi-Colons, Colons
<b>Week 6</b>	Compare / Contrast Essays Stylistic Techniques: Adverbial Teeter-Totter, Adjective Teeter-Totter Mid-Year Quiz
<b>Week 7</b>	Research Writing MLA 9
<b>Week 8</b>	Research Writing MLA 9; In-Text Citations
<b>Week 9</b>	Research Writing MLA 9; In-Text Citations
<b>Week 10</b>	Narrative Essays Stylistic Techniques: Showing vs. Telling, Showing/ Feeling Words, Dialogue, Alliteration, Simile, Metaphors, Personification
<b>Week 11</b>	Narrative Essays
<b>Week 12</b>	Narrative Essays from a Prompt
<b>Week 13</b>	End of the Year Jeopardy Review for Final Exam
<b>Week 14</b>	Final Exam