

Essay Intensive

Yes – INTENSIVE!!

Grades:	7 - 11
Prerequisites:	Students should have SOME exposure to writing a five-paragraph essay. Students should UNDERSTAND that they will be working 5 – 6 hours every week during this course!
Day of Week:	Wednesday
Time of Class:	11:00 am – 12:30 pm ET
Length:	10 Weeks
Semester:	Spring 2022
Tuition:	\$250.00
High School Credit:	.5 English (you need to add the literature component)

Class Dates:

Week 1: Week of March 28

Week 2: Week of April 4

Week 3: Week of April 11

No classes: Week of April 18 – 22 (Spring Break: Passover and Easter)

Week 4: Week of April 25

No classes: Week of May 2 – 6 (Eid Al Fitr)

Week 5: Week of May 9

Week 6: Week of May 16

Week 7: Week of May 23

Week 8: Week of May 30

Week 9: Week of June 6

Week 10: Week of June 13

Make Up Week: Week of June 20

Instructor's Name:	Eva Goldstein - Meola
Instructor's Email:	eva@writingteacher.com
Instructor's Phone:	305-906-2853
Instructor's Whats App:	305-906-2853

Description of Class:

This class is INTENSIVE. Let me say that again – INTENSIVE!

For students to be successful in academics, high school and college, it is imperative that they understand how to write an essay. In this class, students will learn how to brainstorm, write, add in various writing techniques and editing a Critique. Expository, Persuasive, Compare/Contrast and Narrative Essay.

Students will learn the differences between all five essays.
Students will learn the elements of an introductory paragraph.
Students will learn the elements of a concluding paragraph.
Students will learn how to write body paragraphs.
Students will learn a variety of stylistic techniques to enhance their writing.

Students should come to this class with writing experience. This is NOT a “one-stop” writing class. This class will take that experience and help perfect it for high school and college writing.

This class is INTENSIVE. It needs to be understood that students will be writing for at least 5 hours a week. This is what it takes to write a GOOD essay.

1 hour brainstorming
2 hours writing
2 hours editing

This is at least an hour of focused writing a day – Monday through Friday.
If students want to improve – and feel comfortable with writing – this is the dedication, they need.

Finally, this class is intended to TEACH them how to write an essay; however, it needs to be said, they will need additional practice after this class to feel comfortable with each essay and the process.

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.
Essay Intensive is an interactive, fast paced class.

Goals:

If the student participates in class and does their homework to the best of their ability spending at least five hours weekly - they should feel more confident and comfortable writing Critiques, Expository, Persuasive, Compare/Contrast and Narrative Essays.

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. Eight dividers for your notebook. Please see divider labeling below.
4. Approximately one ream of computer paper per student (500 sheets) for this class.
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.

Eight dividers should be labeled:

1. Final Drafts
2. Banned Words
3. Stylistic Techniques
4. Critique Writing
5. Expository Essays
6. Persuasive Essays
7. Compare / Contrast Essays
8. 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 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 five hours every week.

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, detailed comments. 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".

Anticipated Schedule:

Week	Topic
Week 1	Critique Essay – Restaurant Creating Titles

Week	Topic
	Banned Words Words to Avoid
Week 2	Critique Writing – Recreational Area LY Adverbs Adjective, Adjective Nouns DUALS – LY Adverb, Adjectives, Verbs
Week 3	Expository Essays Because Clauses Adverbial Clause Adjective Clause 3 Short Staccato Sentences
Week 4	Expository Essay Sentence Openers
Week 5	Persuasive Essays Works Cited/Bibliography In-Text Citations Bibliography Generators – Easy Bib, Citation Machine etc. Transitional Bridges
Week 6	Persuasive Essays Editing and Revising Writing Numbers Homophones
Week 7	Compare – Contrast Essays (point-by-point method) Works Cited/Bibliography Very Short Sentence
Week 8	Compare – Contrast Essays Comma Rules Semicolons Adverbial Teeter-Totters Adjective Teeter-Totters
Week 9	Narrative Essay Flashback – Foreshadowing Show, Don't Tell Punctuating Dialogue Onomatopoeia

Week	Topic
	Personification Similes Metaphors
Week 10	End of the Semester Jeopardy