

Powerful Paragraph – IEW Writing - B Week

Grades:	5th (with writing experience) – 8th
Prerequisites:	It is HIGHLY recommended that 5th and 6th graders first take INTRO TO WRITING unless they spoke to instructor prior.
Day of Class:	Thursday
Time of Class:	11:00 am – 12:30 pm ET
Length of Class:	14 Classes
Semester:	Full Year
Tuition:	\$500.00

Class Dates:

Please note that writing classes typically meet every other week – EXCEPT when a holiday occurs between meetings.

A Week Class Schedule (Full Year):

Week 1: Week of August 28

Week 2: Week of September 11

Week 3: Week of October 9

Week 4: Week of October 23

Week 5: Week of November 6

Week 6: Week of November 27

Week 7: Week of January 8

Week 8: Week of January 22

Week 9: Week of February 5

Week 10: Week of February 19

Week 11: Week of March 4

Week 12: Week of March 25

Week 13: Week of April 15

Week 14: Week of May 13

Make-Up Days: Week of May 27

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:

In this “technical writing” (nonfiction) class, students will focus on exploring, brainstorming and writing strong, one paragraph pieces. Structures include, but are not limited to: descriptive, chronological, definition, compare/contrast, process analysis, spatial, enumerative.... As this process is happening the students will learn how to use various stylistic techniques that match the appropriate structure, as well as which transitional words work best.

Powerful Paragraphs is a good option for the student who is not yet ready to tackle the five paragraphs expected in Middle School Writing. In addition, if you have a new or a reluctant writer, you will find it is better to build confidence rather than overwhelm your child with a class they aren't ready for. This is a one-year class.

The goal is to help students focus on making every word count by choosing colorful, powerful words that create vivid pictures using the fewest number of words possible, as well as understanding the specific differences within each structure, and applying the appropriate transitions and stylistic techniques that lend themselves to each structure.

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 the course they will be able to respond to short answer questions writing a solid paragraph using advanced vocabulary and stylistic techniques. Additionally, students will know a wide variety of paragraph types to use for their writing. Finally, students will understand the writing process from brainstorming to final draft.

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:

- Teacher will provide all handouts needed to be successful in class.
- 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!
- Eighteen 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.

Eighteen dividers needed for your notebook.

The dividers should be labeled:

- Homework
- Final Drafts
- Banned Words
- Stylistic Techniques
- Transitional Words
- History of Paragraph
- Chronological
- Descriptive
- Spatial
- Enumeration
- Process Analysis
- Definition
- Writing from a Prompt
- Compare/Contrast
- Analogy
- Opinion & Reason
- Question & Answer

- Cause & Effect

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 paragraph. This class' homework is a bit different than the others. For homework, the student will write TWO samples of the structure taught that class. The first paragraph, typically a "student's choice", is due (*via email*) WITHIN the first week following the class. **Please note:** Eva will respond to student email within 72 hours' time, if not sooner. Students will immediately begin their second paragraph, typically "science or history based"; however, once they receive their evaluation, they will need to review it, and apply any mistakes or areas of concern to their new paragraph, avoiding the same mistakes. For students to be successful, it is expected that they focus on their homework at least 30 minutes **daily**, over the course of a week. This teaches them that it is better to walk away from their writing before "writer's block" hits, and by enabling their brain to rest they will focus better once they return.

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".

Anticipated Weekly Course Schedule:

Week	Topic
Week 1	History of the Paragraph Topic Sentence / Clincher Sentence Relationship How to Write Out Numbers (Number Rules) Creating Titles Headings Banned Words: a lot, awesome, bad, big, cool, good, interesting, mean, nice, pretty, said, small, thing, ugly
Week 2	Chronological Transitional Words: Time Order ARMS & CUPS Stylistic Techniques: Strong Verbs; LY Adverb
Week 3	Descriptive Paragraph Five Senses Stylistic Techniques: Showing/Feeling Words; Adj, adj noun; Dual Adjectives, Who-Which Clause; Awesome Color Adjectives
Week 4	Spatial Paragraph Transitional Words: Math Words, Prepositions Stylistic Techniques: Because Clause
Week 5	Enumerative Paragraph Transitional Words: Time Order Stylistic Techniques: www.asia clause

Week	Topic
Week 6	Process Analysis Paragraph Stylistic Techniques: Dual Verbs and Dual LY Adverbs
Week 7	Definition Paragraph MLA Bibliography
Week 8	Review of the six structures already taught How to Write from a Writing Prompt Mid-Year Jeopardy
Week 9	Compare / Contrast Paragraph Structures: Alternating, Block, Similar/Dissimilar Sentence Openers: Subject, LY, Clausal, Prepositional
Week 10	Analogy Paragraph Stylistic Technique: Simile
Week 11	Question and Answer Paragraph
Week 12	Opinion and Reason Paragraph
Week 13	Cause and Affect Paragraph
Week 14	End of Year Jeopardy Review