ATYP Honors English 9/10
AP Language and Composition & Literature and Composition

Thursday 1:20-3:50
4320 Sangren Hall
Instructor: Ms. Amber Palmer
Amber.m19.palmer@wmich.edu

Sunday Help Session at Sangren (Room TBA): 4-6 pm with Jessie Fales, Jake Fales, and Zoe Folsom.

Course Description:
The purpose of this course is to:
- Prepare students for college writing and composition through rigorous writing activities, peer review sessions, and detailed instruction and guidance about the writing process (outlining, drafting, editing, and polishing).
- Aid students in learning how to think analytically, creatively and independently.

Fall Semester:
During fall semester, students will:
- Study and write narration, description, process analysis, exemplification, cause and effect, comparison/contrast, definition, argumentation, and research argumentation essay styles.
- Study and respond to novels, short stories, literary essays and other materials from a variety of skilled writers.
- Practice and hon public speaking skills through in class presentations.
- Learn about lower stakes and higher stakes writing assignments in order to practice and refine writing and communication skills.
- Develop soft skills such as critical thinking, time management, interpersonal and metacognitive skills.

Spring Semester:
During spring semester, students will:
- Write short literary essays for Golding’s *The Lord of the Flies* and Orwell’s *Animal Farm*.
- Learn the research writing process, including creating a working thesis, conducting thorough research, using MLA style formatting, and balancing in-text citations.
- Keep character diaries while reading Shakespeare’s *Much Ado About Nothing*.
- Learn creative writing through a final fiction and poetry project.

Required Texts and Materials:
- Provided by ATYP:
  - *Patterns for College Writing, 12 ed.* Laurie G. Kirszner and Stephen R. Mandell.
  - An in-class spiral writing notebook for daily in-class writing and notes.

- Need acquired by students:
  - William Golding’s *The Lord of the Flies*
  - George Orwell’s *Animal Farm*
  - Shakespeare’s *Much Ado About Nothing*
- A 3” or 4” 3-ring binder to keep as your portfolio (A collection of all drafts, outlines, submitted/returned papers, vocab, etc.) Note: Trapper Keeper type binders do not work for this.
- A folder to keep homework.

Assignments and Grades:
Grades in the course will be based on five different types of writing. Outside of these types of assignments, there may be in class presentations, reading quizzes, vocabulary quizzes and other smaller assignments.

Weekly Writing Homework: Weekly Writing homework will be short 2-4 page papers and/or creative exercises for each week. Each weekly writing homework will be given on the week’s Homework Sheet. These will be graded with the following marks: + (excellent), check+ (Strong), check (fair), and check- (weak). Please use the standard heading. (approx. 2-4 hours)

Craft Notebooks: Craft notebooks are for students to practice low stakes forms of writing in class, as well as provide a space for students to take notes on lectures, in class discussions and in class activities. All writing in Craft Notebooks should be done during class. Craft notebooks will be checked at the end of each class and graded with the following marks: + (excellent), check+ (Strong), check (fair), and check- (weak).

Student Journals: Student journal entries will be short pieces of writing that ask the student to reflect on the reading in a specific way. Each journal entry prompt will be given on the week’s Homework Sheet. These will be graded with the following marks: + (excellent), check+ (Strong), check (fair), and check- (weak). Please use the standard heading. (approx. 30 minutes)

Unit Essays: At the conclusion of each unit, students will hand in a formal essay relating to the technique or topic studied in the unit. These essays will be the longer and more polished than weekly writing homework and journals. The first draft will receive an evaluation description of weak, fair, strong, or excellent. All essays will be peer reviewed and revised. Please use the standard heading. (approx. 4-7 hours)

Final Portfolio: At the end of the year, students will compile a final portfolio of final drafts for all weekly writing homework, journal essays and unit essays. Note: this project may seem daunting, but if students are consistently revising throughout the year, it is very manageable. These portfolios can then be saved and used as composition and literature guides as students prepare for the AP exams and college writing.

Standard Heading: All turned in work should have the student’s name, the teacher’s name, the course name and the date the assignment is due.

Grades: Grades are viewed by the instructor as a means of motivating and challenging students, as well as an indication of mastery. At any given time, your grade is a snapshot of where you are at that moment. It is important to remember that the course is graded on the progress from the first draft to the final draft. To be clear, your grade is in flux until the final
**portfolio evaluation.** If you are in danger of your overall course grade falling below a B-, you will be contacted and given fair warning.

**Expectations, Policies and Requirements**

**Papers and Homework:** Except for Craft Notebooks, all assigned work is to be turned in at the beginning of each class and submitted on E-Learning.

**Late work expectation and policy:** Students are expected to turn their work in on time, but it’s understood that mistakes do happen. With each late assignment, students will fill out a “Sorry it’s Late” form, which the instructor will sign and send home to be signed by parents. This must be returned the following week of class. Exceptions can be made in a case-by-case basis, but in regular circumstances, the following are the consequences for late work:

- For journal entries and weekly writing homework, late work will receive no higher than a check.
- For unit essays, late work will be penalized one full letter grade.

**Attendance and Professionalism:** In order to have a healthy and beneficial class environment for all students, students must be follow **The Three Ps:** present, prepared, and participating.

If concern is raised by a student being unable to perform one of The Three Ps, the parents will be contacted and informed about the situation.

**Students with Disabilities and Special Needs:** WMU provides academic assistance for students with disabilities, including the emotional, technical and academic support necessary to achieve academic and personal success. Students are encouraged to tell the instructor if they need disability services.

- **Important Note:** Please let me know when you’re feeling overwhelmed and anxious. This class is meant to be challenging, but I promise you will never be asked to do more than you are capable of. Along with your family, you have a strong support system in Jessie, the ATYP staff, and me.

**Electronics Policy:** Students should not be using mobile devices in the classroom. This includes for texting, taking photos, videos and voice recordings. There can be exceptions to this rule, but those exceptions will be discussed on a case-by-case basis.

**Snow Day:** During the regular class time, we will use the discussion space in eLearning (unless otherwise instructed) to create a dialogue about the material we had intended to cover. I will set everything up under that week’s “Content” section. Deadlines will still apply to homework, and be sure to look for the new homework handout as well.

**Final Notes**

For many of you, this may be the first time you’ve seen a syllabus, and all of this information at once can be a little overwhelming. We will go over all of this information thoroughly during our first day of class, and I’m always available via email and in person to answer any questions. I look forward to this being an exciting and enriching year for the students, the parents and myself. On the next page, you will find a tentative schedule for the year. Feel free to consult it as the year progresses.
# Tentative Schedule
(subject to change at instructor’s discretion)

<table>
<thead>
<tr>
<th>Units</th>
<th>Themes</th>
<th>Approx. Time Frames</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Summer Reading</td>
<td>~3 weeks</td>
</tr>
<tr>
<td>2</td>
<td>Narration</td>
<td>~3 weeks</td>
</tr>
<tr>
<td>3</td>
<td>Description</td>
<td>~2 weeks</td>
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<tr>
<td>4</td>
<td>Exemplification</td>
<td>~3 weeks</td>
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<tr>
<td>5</td>
<td>Process Analysis</td>
<td>~3 weeks</td>
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<tr>
<td>6</td>
<td>Cause &amp; Effect / Compare &amp; Contrast</td>
<td>~5 weeks</td>
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<tr>
<td>7</td>
<td>Definition</td>
<td>~2 weeks</td>
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<tr>
<td>8</td>
<td>Animal Farm</td>
<td>~3 weeks</td>
</tr>
<tr>
<td>9</td>
<td>Lord of the Flies</td>
<td>~4 weeks</td>
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<tr>
<td>10</td>
<td>Research essay</td>
<td>~4 weeks</td>
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<tr>
<td>11</td>
<td>Shakespeare</td>
<td>~4 weeks</td>
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<tr>
<td>12</td>
<td>Creative Writing</td>
<td>~3 weeks</td>
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