

# ATYP Honors English 9

**Location:** Sangren Hall 4510  
**Schedule:** Wednesday 1:20-3:50  
PM

**ATYP Office:** 2206 Ellsworth Hall  
**ATYP Phone:** (269) 387-3553  
**ATYP Email:** [atyp-  
info@wmich.edu](mailto:atyp-info@wmich.edu)

**Help Session:** Sunday 4-6pm  
**Help Session Location:** online



**Instructor:** *Liz Carr*  
**Pronouns:** She/Her  
**Email:** [elizabeth.carr@wmich.edu](mailto:elizabeth.carr@wmich.edu)  
**Cell:** (317)847-3661  
**Online Office Hours:** 8am-9am, M-F (immediate help available)

## Course Description

The purpose of this course is to prepare you for college writing and to think analytically, creatively, and independently. This class fosters a workshop atmosphere with feedback from your peers that makes our class special in that *your* writing will be a major portion of the text. Class activities will focus not only upon reading but also on the process of writing: planning, drafting, and editing. Your papers will see several stages: initial discovery draft, rough draft critiqued by peers, and a polished (publishable) draft. (This is not a class where you write a piece at the computer and turn that version in with no review. Read that sentence again. Unlike some classes you may have had before, this isn't a class where you touch paper/keyboard once. It's also not a class where you may complete your homework on your bus ride.) The portfolio will showcase the best of your work and the drafts that were needed to reach that level. The only way to become a better writer is to write and to develop critical reading skills. As I become familiar with your writing, we will also focus upon individual goals for you.

During the **Honors English 9**, students will work on several formal essays: narration, description, process analysis, exemplification, cause and effect, comparison/contrast, definition, argumentation, and researched argumentation. Students will study and respond to several literary essays from various authors, among them, E. B. White and Jamaica Kincaid. Students will also read short stories such as Vonnegut's "Harrison Bergeron." Public speaking components will reflect our reading. Students will keep a journal in which they write directed entries. We will write about and discuss aesthetics and philosophy—specifically applicable to art/artist/process. We will use a variety of different technologies including ELearning and Microsoft Teams in which discussion over homework and other topics related to our class may be explored outside the physical classroom. Critical thinking skills, time-management, interpersonal, and metacognitive skills will be stressed throughout the course.

Details about second semester (Honors English 10) will be forthcoming; thank you for your patience and understanding that our schedule is subject to change. Students will receive a second syllabus for that course.

## Required Texts and Materials

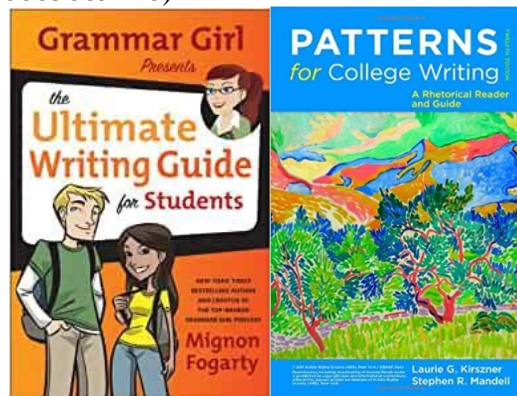
### HE 9/10 Materials

- Access to a computer with an internet connection
- WMU account to access:
  - Google Drive

- Microsoft Office
- ELearning
- GoWMU
- Wmich exchange email
- Microsoft Word App
  - Microsoft Office is the preferred word processor for this class. If you're a WMU student, the program is free for download.
    - Download instructions provided by WMU: <https://wmich.edu/helpdesk/office365>
  - If you must use Google docs, download all of your work as a .doc or .docx file to be uploaded to the ELearning dropbox, and keep these documents organized on your flash drive or computer
- If we have to move to virtual, you will need a microphone, webcam, and headphones.
- A **college ruled** spiralbound writing notebook, pens, pencils, post-its, highlighters as preferred for note-taking and personal work.
- 3-4" 3-ring binder for EACH semester of the course
- WMU ID Card
  - You will need an WMU I.D. card to borrow books and print at the libraries on campus (if/when campus is open). The Bronco Card Office is located on the main floor (room 109) of the Bernhard Center. There is a \$30 replacement fee if you lose your card. Keep it safe!

### First Semester Books

- *Patterns for College Writing, 12<sup>th</sup> edition.* Laurie G. Kirsznner and Stephen R. Mandell (ISBN-10: 0312676840; ISBN-13: 978-0312676841)
- *Grammar Girl Presents the Ultimate Writing Guide for Students* by Mignon Fogarty (ISBN-10: 0805089446; ISBN-13: 9780805089448)



Please contact your instructor if finding any materials is a hardship. ATYP wants to help.

### Grades

Final Grades			
93-100% (A)	87-92% (BA)	83-86% (B)	77-82% (CB)
73-76% (C)	67-72% (DC)	63-66% (D)	Below 63% (E)

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. However, our class is graded based on your progress from the first draft to the final draft. You almost always have the chance to revise, often multiple times, to improve. To be clear: your grade is in flux until the final evaluation at the end of each semester. I understand that most of you will not be used to having words as grades and may feel a bit anxious about where you stand grade-wise at the beginning of the course.

Our University grading system does not allow plus and minus grades. Letter grades are: A, BA, B, CB, C, DC, D, E. We request that home schools “err on the side of generosity” when calculating grade point averages. So, a “BA” should translate to your report card as a “A-”.

If a student’s overall grade falls into the yellow zone (at or below a “CB”/77%) around or after midterm during HE 9, the student **will be required** to seek extra help every week until their grade reaches a “B”/83%. Weekly help may consist of a number of different activities such as: attending help session, working with one of the English tutors, working with a private tutor, or meeting with me or an ATYP staff member for academic coaching. *Students are encouraged to take advantage of these services and opportunities regardless of their current grade in the course.*

If a student’s overall grade falls into the red zone (at or below a “DC”/67%) around or after midterm during HE 9, a placement conference or similar discussion will be scheduled with the student and the student’s guardian(s) to discuss placement in the program or a contract in which the student must comply with in order to remain in the program.

## Tentative Grade Calculation

Essays (30%)	Weekly Writings (20%)	Journals (20%)
Notes (15%)	Weekly Emails (5%)	Engagement & Professionalism (10%)



The grading scale will change slightly for Honors English 10. That will be clarified in your second semester syllabus.

**Keep in mind that the learning experience that you gain should always remain more important than any particular word or letter grade.**

## Assignments

### The Portfolio - 2 parts

#### 1. Physical Portfolio

All assignments, revisions, previously graded papers with my comments, and other class materials should be kept in your portfolio, unless otherwise noted. It is a good idea to put your work as it is handed back to you directly into its proper section in your portfolio. *Trying to organize this at the last minute will be quite a trial.* I will collect portfolios at the end of each semester so I can look at all of your work as a whole before assigning a course grade. There may be spot checks during the semester, as well.

Portfolios are to have these sections: hand outs, notes, journals, weekly writings, essays, and other. Sections must be clearly labeled with dividers. Items should be organized by week - DO NOT group the journals by letter; group by week. I don’t care if sections are organized chronologically or reverse chronologically. Just be consistent. The most recent copy goes on top for each assignment (i.e. If you have two revisions of week 1 journal A, I will see the second revision, then the first graded revision, then the original graded assignment). DO NOT USE PLASTIC SLEEVES!

**Notes about revisions for the Portfolio:** If your *journal* earns a  $\sqrt{+}$  or higher, then you will not be required to revise it. If your *weekly writing* earns a  $\sqrt{+}$  or higher, then you will not be required to revise it. **All essays that haven’t earned an Excellent must be revised.** If your fallacy assignment earns a mark lower than a  $\sqrt{+}$ , then it must be revised and

re-uploaded to ELearning. (You must then email me to tell me you've done that.) All revisions must be accompanied by the original paper with your instructor's marks—otherwise, how can we tell any revision has been made? All revisions must be **TRACKED** or **HIGHLIGHTED**. The copy you want evaluated is stapled to the top.

- **Do not lose assignments that have already been graded!** Your instructor may refuse to grade the same paper twice. *Trying to organize your Drive at the last minute will be quite a trial.* It is important to learn and implement organizational skills throughout the semester. There will be spot checks during the semester to demonstrate your ability to keep up with the organizational demands of ATYP.

## 2. Digital Portfolio

Your ATYP Google Drive will have a main folder and subfolders as listed below.

- LCarr ATYP HE 9 (main folder)
  - In Class Notes and Handouts (subfolder)
  - Week 1
  - Week 2
  - etc. to Week 14

To successfully maintain an electronic portfolio, students will use consistent file names. The preferred file naming structure follows this model:

- Student's Name- Week # - Assignment Type and Name- Draft #
- Example: **LCarr- Week 2- WW My Time Machine- Draft 1**

If students name files and organize their electronic portfolio correctly, the instructor should be able to see every assignment and every draft of each assignment in chronological order. Thoughtful organization will make your- and you!- instructor very happy :)

In addition to storing assignments in Google Drive, students are expected to upload all assignments to ELearning according to their due dates.

## Journals

Journal Grades		
Plus (100%)	Check Plus (93%)	Check (83%)
Check Minus (73%)	Fix & Return (50%)	Incomplete or Did Not Submit (0%)

Do not confuse this work with your in-class writings and notes. You will receive directed journal entries that should reflect about 45 minutes to 1 hour of writing. This goal time may take a few weeks to reach, however, outlining and brainstorming prior to writing can significantly reduce the amount of time you spend typing your paper.

### Journal Formatting:

- Single-spaced
- 1 full page of writing
- 12-point Times New Roman font
- 1-inch margins on all four sides of the document
- Proper heading
- Relevant title
- Appropriate file name
- Saved as a .doc or .docx file

Revisions are required until the student’s grade falls into the green zone or the 4-week revision period expires (see “Late Work Policy”). Journals are due on **Sunday by 10:00 PM.**

## Weekly Writings

Weekly Writing Grades		
Plus (100%)	Check Plus (93%)	Check (83%)
Check Minus (73%)	Fix & Return (50%)	Incomplete or Did Not Submit (0%)

Weekly Writings should reflect about 2 hours of writing. Again, this goal time may take a few weeks to reach, however, outline and brainstorming prior to writing can significantly reduce the amount of time you spend typing your paper.

### Weekly Writing Formatting:

- 1.5 spacing
- 2-3 full pages
- 12-point Times New Roman font
- 1-inch margins on all four sides of the document
- Proper heading
- Relevant title
- Appropriate file name
- Saved as a .doc or .docx file

Revisions are required until the student’s grade falls into the green zone or the 4-week revision period expires (see “Late Work Policy”). Weekly Writings are due on **Tuesday by 10:00 PM.**

## Essays

Essay Grades		
Excellent (100%)	Strong/Excellent (87%)	Strong (83%)
Fair/Strong (77%)	Fair (73%)	Weak/Fair (67%)
Weak (63%)	Fix and Return (50%)	Incomplete or Did Not Submit (0%)

At the conclusion of many units, students will submit a formal essay related to the technique or topic studied in that unit. These essays will be longer and more polished than the weekly writings and journals. All essays will be revised. Depending on the nature of the essay, plan on 4-7 hours of work.

### Essay Format:

- Double spaced
- Length varies (read the instructions thoroughly for specific requirements)
- 12-point Times New Roman font
- 1-inch margins on all four sides
- Proper heading
- Relevant title
- Appropriate file name
- Saved as a .doc or .docx file

Revisions are required until the student’s grade falls into the green zone or the 4-week revision period expires (see “Late Work Policy”). Essays are due on **Tuesday by 10:00 PM.**

## Engagement & Professionalism

P&P Grades		
Credit (100%)	Partial Credit (50%)	No Credit (0%)

This is your willingness to take part in-class activities, arrive to class on time, have solid drafts ready for peer editing, contribute to class discussion boards by both reading and responding to topics, work with classmates outside of class (virtually or in-person) for group projects, meet deadlines for assignments, stow electronics, seek help from either me or the tutors, adhere to the ATYP code of conduct, respond to emails, and basically contribute to the community of the class. Engagement & professionalism assignments cannot be made up and late work will not be accepted. However, most of these assignments will be completed during class. Be present.

## Notes

Notes Grades		
Credit	Partial Credit	No Credit

You are required to keep a dedicated notebook for our class. Keep notes during class time—you will find it helps you retain important information and make greater connections that will come in handy when you compose your essays later. Listen to your classmates. They will have worthy insights. You will need to also take notes about the readings. More information about note fuel will come your way in the first few weeks of class. You can draw from a combination of your questions and insights to help you prepare for class. I will ask to see your notes. Notes do not need to be linear, but they need to make sense. If you note take best with illustrations and doodles, do that. If you note take best by outlining, do that. If you note take with a double column response style, do that. As a class, we will practice many different ways to find the just right fit for you.

## Weekly Emails

Weekly Email Grades		
Credit (100%)	Partial Credit (50%)	No Credit (0%)

Nearly every week your instructor will email you a question or prompt. It will also appear on your assignment sheet for the week. Your job is to follow the instructions in the email. These emails will assess your ability to keep in contact with your instructor throughout the week. The prompts are usually short and should take less than 15 minutes to complete. You will be expected to use proper email etiquette in your responses (salutation, body, conclusion, signature). Email responses are due by **Saturdays at 10:00 PM**. Late responses will be recorded as a zero.

## Revisions

As a rule of thumb, if your assignment is green in the gradebook, you do not need to revise. You will be permitted to revise your paper up to two times for a better grade. You will save each draft of your paper with a different draft number.

1. Make a copy of your previous draft. Name this file with the new Draft #. When you make a change, highlight it so the grader can easily spot your work.
2. Each new draft will have a different color of highlighting to indicate the most recent changes. Please leave previous highlighting. If your paper goes through several revisions, your final one will be colorful!
  - a. Draft 2 (revisions made on your first draft): **yellow highlight**
  - b. Draft 3 (revisions made on your second draft): **green highlight**
  - c. Draft 4 (revisions made on your third draft **\*\*extremely rare\*\***): **purple highlight**

Example:

File Name: LCarr- Week 7- Essay: Gettysburg Address- Draft 4

Eighty-seven years ago our forefathers brought forth, on this continent, a new nation, conceived in liberty, and dedicated to the idea that all humans are created equal. Now we are engaged in a great civil

After the first draft's due date, students will have 4 weeks to elevate their journal, weekly writing, or essay grade into the green zone. After the 4 weeks, the assignment dropbox on ELearning will be locked and no further submissions will be permitted. This 4-week period will allow students to revise up to the third draft. (On occasion, the instructor may grant a fourth draft for an essay. This is quite RARE and requires significant effort to be obvious on previous drafts.) Late work and waiting to complete revisions will hinder your ability to revise to the third draft stage and may negatively affect your assignment grade. In short, work on your revisions *every week!* In order to help you correct your own mistakes (and stop making them week after week), revisions should be completed first each week. Weekly revisions are due **Friday by 10:00 PM.**

## Heading and Header Requirements

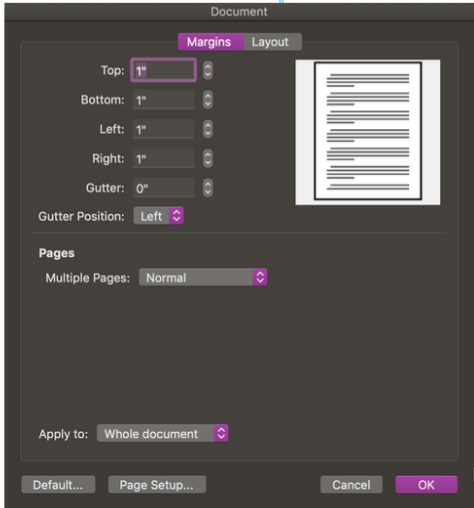
### Journals

Jenny Zhang  
Week 1  
JA Draft 1

How to Format Journals

→ Hello! Welcome to ATYP. Formatting is an important part of writing. Publishers are known to toss papers that do not meet their formatting guidelines. We aren't that mean, but we will be persistent in our reminders ☹️.

All papers should have 1" margins. You can check your margins in many ways. Ultimately, this is what the dimensions should look like:



The screenshot shows the 'Margins' dialog box in ATYP. The 'Margins' tab is selected, and the following settings are visible: Top: 1", Bottom: 1", Left: 1", Right: 1", Gutter: 0", Gutter Position: Left. The 'Pages' section shows 'Multiple Pages: Normal'. The 'Apply to:' dropdown is set to 'Whole document'. Buttons for 'Default...', 'Page Setup...', 'Cancel', and 'OK' are at the bottom.

## Weekly Writing

Zhang ¶ 1

Jenny Zhang ¶  
Week 1 ¶  
WW Draft 1 ¶

### How to Format Weekly Writings ¶

Weekly Writings should be 1.5x spaced from the title down. You can do this by highlighting the text with your cursor and pressing Command+5 on a Mac or Control+5 on a PC. Weekly Writing and essay assignments should include a header with your last name and the page number. Be sure to *insert the page number*, not type it in. ¶

## Essays

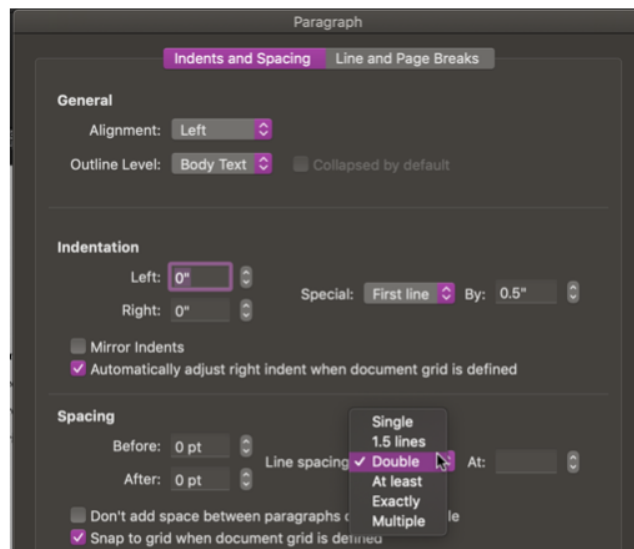
Zhang ¶ 1

Jenny Zhang ¶  
Dr. Frankenstein ¶  
HE 9/10 ¶  
Week 4 Essay Draft 1 ¶

### How to Format Essays ¶

Essays should be an entirely double-spaced document. You can do this by highlighting the text with your cursor and pressing Command+2 on a Mac or Control+2 on a PC. ¶

All assignments should be equally spaced with no added spacing between paragraphs. Your paragraph spacing selections should look like this: ¶





## Sample Wednesday ATYP Homework Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Write</b></p> <p><i>Help Session 4-6pm (optional/encouraged)</i></p> <p><i>Journal due at 10pm</i></p>	<p><b>Write, revise, spellcheck, proofread, and polish remaining papers</b></p>	<p><b>Revise, spellcheck, proofread, and polish remaining papers</b></p> <p><i>Essays due at 10pm</i></p> <p><i>Weekly Writings due at 10pm</i></p>	<p><b>Class</b></p> <p><b>Review new homework assignments for the week</b></p> <p><b>Review feedback on evaluated work</b></p>	<p><b>Complete Revisions of evaluated work</b></p> <p><b>Read &amp; take notes</b></p>	<p><b>Read &amp; take notes</b></p> <p><b>Outline &amp; write</b></p> <p><i>Revisions due at 10pm</i></p>	<p><b>Write</b></p> <p><b>Spellcheck, proofread, and polish the journal</b></p> <p><i>Weekly email due by 10pm</i></p>

Students are encouraged to determine which days they can't/don't want to work on ATYP homework and adjust the schedule accordingly. It is not necessary that students work every day.

## Policies and Requirements

I refer you to the standard *Rules and Responsibilities* memo that was mailed to you. Please familiarize yourself with the following ATYP articles as needed:

- “Avoiding Digital Distractions”( <https://wmich.edu/precollege/atyp/about/digitaldistractions>)
- “Homework Tips” (<https://wmich.edu/precollege/atyp/about/homeworktips>)
- “Rules and Responsibilities” (<https://wmich.edu/precollege/atyp/about/rules>)
- “Survival Tips” (<https://wmich.edu/precollege/atyp/about/tips>)
- “Time Management Strategies” (<https://wmich.edu/precollege/atyp/about/timemanagement>)
- “Safety Policies and Procedures” (<https://wmich.edu/precollege/atyp/safety>)

## Minors on Campus

For more information regarding Western Michigan University’s policies regarding minors on campus, please visit <https://wmich.edu/policies/minors>

## Code of Conduct

ATYP students are representatives of the program at their schools, at the university, and in the community. As such, they are expected to conduct themselves in an appropriate manner, particularly while on campus. Please read the following Code of Conduct carefully. The form must be read before enrolling in ATYP.

- I will not leave WMU-owned and/or controlled property unattended during the Program.
- I will consider the privacy wishes and concerns of others before using cameras, video recorders, or any type of recording device. I will not use any type of recording device in restrooms or other areas where participants may expect privacy.
- I will make every effort to be present and on time for each class.
- I will make sure I have all the appropriate materials I need and will be ready to work at the designated time.
- My homework will be complete and on time.
- All homework will be done by me, and I will utilize help that is appropriate to the assignment. I will not knowingly plagiarize material from any source, but especially not the internet.

- I will keep cell phones, tablets, and laptops put away while in class unless otherwise approved by the instructor.
- I will treat all university property with respect. I will clean up after myself and bring all trash to the receptacles outside the classroom.
- I will act appropriately and courteously at all times while on campus. I understand that University classes and business are being conducted while I am present on campus, and I will not disturb those activities.
- I will use school appropriate language and behavior as well as keeping my hands, feet, and other objects to myself. This includes walking (not running) and using an indoor voice in the hallways.
- I will address other students, instructors, and staff respectfully. I will listen with the same respect, understanding that the opinions of others are equally valid. I will offer only positive comments and avoid negative stereotypes.
- I will be tolerant of others especially where it involves race, religion, sexual orientation, disability status, gender, age, or ethnic background.
- I will follow all University, classroom, and instructor rules.

When you register, you officially sign a copy of this Code of Conduct. Cases of misconduct will be reported to the ATYP office and each case will be treated on an individual basis. Serious infractions, or repeated minor infractions, may result in a student being dismissed from the program.

## **Learning Expectations**

While we are in person, students are expected to be fully present for class. Class begins promptly at 1:20 pm. I will be in the classroom no later than 1 pm. You are welcome to be there at 1 pm as well to settle yourself before class begins.

Students are expected to be prepared for class. You will have a pen, your ATYP notebook, whatever anchor text we are using that week, and your assignments ready to go at 1:20 pm. You may NOT print during class. To be considered on time, work must be completed, which includes printing, BEFORE class begins each week. Consider printing during your study hall at school on Tuesdays.

Although 2 ½ hours seems like a long time to be in one space, please understand that we use every minute. Class is fast paced, and missing a portion of our time together may affect your performance. We are attempting to tackle two weeks of high school Honors English by meeting once a week for our short time together.

## **Learning Expectations Online (Snowday only, I hope!)**

You still have ATYP English even if your school has a snow day. If Kalamazoo Public Schools has a snow day, we will have an online learning time. We'll meet in Microsoft Teams for our class time.

While we are working online, students are expected to log onto ELearning before class to view the day's agenda and test the technology (speakers, microphones, webcams, etc.). Our class time will begin promptly at 1:20 and run *up to* 3:50 pm. There will be online tasks that students may need to complete before logging off of their computers for the day, but the class will end at or before 3:50 pm. While post-lecture discussion may continue past class time, we do not require that students stay behind to participate. We do hope that students love the class materials and participants so much that they want to continue talking after class, but again, this is elective.

During class, students should locate themselves in an area free of distraction and, if at all possible, other people. You should feel comfortable speaking up in discussion without the sideway stares of Water Street customers or the side pokes from your family members or friends at school.

In our world, privacy is ever shrinking. As such, I will never publicly post anything involving you without your permission. What I do post will be password protected. Please do not record or take pictures of our class without asking.

Don't worry about the occasional family member passing through! ☺ Do us a favor, and make sure they are presentable before they walk through. (I didn't think I'd ever have to put that in a syllabus... 🙄) It's highly probable you will meet both my children and my furry children during class at some point. The children assure me they understand my time with you is important and takes priority unless they are bleeding or broken.

## **Nota Bene**

We expect a lot from our students, but you're here because your adults believe you can do this. Additionally, your academic achievement has shown that you are ready for this challenge. Prompted by the switch to an online platform, homework has been revised to lessen the load from prior years and refocus learning objectives. The lightened load does not translate as easier work. Our goal as an instructional team is to give opportunities for more extensive exploration of the work rather than just pile on more work.

## **Late Work Policy**

Homework must be completed by the due date listed in the weekly homework sheet. If you have a late assignment (first drafts of journals, weekly writings, or essays), you will complete a "Sorry It's Late" form. It must be reviewed by a parent and returned in the dropbox with the late work the following week. Exceptions will be made on a case-by-case basis for illness, family emergencies, etc. So, if life happens, it is your responsibility to communicate with me what is going on. Family vacations are not an excused reason for turning in assignments late. While we strongly discourage scheduling activities that keep you from class, if you must be gone, please discuss with your instructor **well in advance** how you will turn in your assignments on time.

### Late Journals, Weekly Writings, and Essays

The dropbox will have a due date and a deadline. First drafts of any given assignment are due by the due date listed in both the dropbox and the weekly homework sheet. If the first draft does not make it into the ELearning dropbox by the due date, the assignment will be marked late. The consequence for late first drafts is a full word grade deduction ("Plus" to a "Check Plus", "Excellent" to a "Strong", and so on). Late first drafts may also hinder your ability to revise more than one time in that 4-week revision period.

For journals, weekly writings, and essay revisions, the deadline listed on the dropbox is the last day in which you can submit a revision to increase your grade into the green zone. After the deadline has passed, your grade will be stuck at whatever grade your most recent draft has received.

### No late work will be accepted for the following:

- Engagement & Professionalism
- Weekly emails
- Journal drafts past the 4-week revision deadline
- Weekly Writing drafts past the 4-week revision deadline
- Essay drafts past the 4-week revision deadline

The ELearning clock has historically ticked along 3-4 minutes faster than the universal clock on most of our devices. The dropbox times will be adjusted to end at 10:05 PM. However, the time in the homework sheet and the syllabus should be respected (10:00 PM).

No bonus points will be awarded to students who have more than three late assignments of any type during the

semester.

## **Attendance**

Missing a day of class is equivalent to missing two weeks of class at your home school. If you **MUST** be absent or leave early, please notify your instructor as soon as you know so they can plan activities and groups accordingly.

If you are more than 5 minutes late to class, you might lose your participation points for the day. Leniency will be granted if the circumstances leading to tardiness were out of your control (weather, car troubles, late bus, etc.). Printing, stocking up on snacks, and bathroom use should take place prior to class.

Sickness happens. If you are sick and unable to complete the homework, students are encouraged to provide a doctor's note to the instructor. Upon receipt, the instructor may issue reasonable extensions and/or an excused participation grade. Please do not schedule non-emergency appointments during our class time.

In the unfortunate event of a family member passing away, a dialogue between you (or your parent) and your instructor should be initiated. The instructor may issue reasonable extensions and/or an excused participation grade.

*Communication is essential.*

## **Arrival & Departure**

Please be in your seat, ready to go by 1:15 pm so we can begin class promptly at 1:20. I will try to be in our classroom at 1:00 to address any questions or concerns you may be having. Plan to be present and available until 3:50 pm. I will be available until 4:00pm for quick questions.

## **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. Families are encouraged to tell the instructor if accommodations are needed from disability services.

## **Electronics Policy**

We live in the age of technology. Digital communication is expected throughout the week. (A week is a long time to go without talking with your teacher.) However, digital communication can also be a hindrance to community building. During our class time together, I ask that you only use auxiliary electronic devices (i.e. phone, messaging apps, etc.) when absolutely necessary or when asked. I commit to setting my cell phone to Do Not Disturb and silencing my office phone. We need to be physically present for one another. Electronic versions of texts are tolerated, but print copies, which one can annotate, are preferred. Please ask before using any devices in class. Please also ask before taking a photo or recording a video, as people value their ever-diminishing privacy.

## **Student Expectations**

- Thoughtful, thorough, and timely completion of all assignments

- Organization of thoughts in writing and files on the electronic portfolio (flash drive)
- Close, careful reading of all the material
- Energetic participation and respectful attentiveness during class
- Conduct in keeping with university surroundings
- Articulation of ideas, beliefs, and opinions
- Respect for the ideas, beliefs, and opinions of others
- Communication
- If something is affecting your class performance, please let me know and we can work on it together. Remember that I'm here to help you—keep in touch with me about your concerns, frustrations, suggestions, struggles, ideas, and triumphs. Never hesitate to ask for help.

## Working Agreements

This list of working agreements are ways to practice being in a community of caring people with each other. We are working together during challenging times, and will use class literature to delve into topics that may be uncomfortable to talk about. ATYP is a challenging environment, too, both academically and emotionally. It will put you out of your comfort zone regularly. You'll feel vulnerable with other students when you have to share your writing or participate in a class discussion where you don't know all the answers.

The following agreements have served me well not only in challenging learning spaces but in my relationships, both personal and professional. I believe these agreements will help us become a community of learners. We can discuss them in class so they make more sense, we'll leave them open to revision throughout our time together, and we'll practice them with each other.

- Take risks; lean into discomfort.
- Value the process as much as (if not more than) the outcome.
- Be both a teacher and a learner.
- Respect confidentiality: stories stay, learning leaves.
- Practice yes/and, both/and thinking.
- Avoid put-downs (even humorous ones, even about yourself).
- Don't freeze people (including yourself) in time.
- Take space, leave space: be mindful of air time.
- Practice "oops and ouch."
- Assume best intent; attend to impact.
- Practice advocating for yourself.
- Practice self-awareness and self-care.

## Tentative Schedule

Units	Themes	Approximate Time Frame
Unit 1	Summer Reading	~3 weeks
Unit 2	Narration	~3 weeks
Unit 3	Description	~2 weeks
Unit 4	Exemplification	~3 weeks
Unit 5	Process Analysis	~3 weeks
Unit 6	Cause & Effect/Compare & Contrast	~5 weeks

### No HE 9/10 Meetings:

- November 22-November 26

- December 20-December 31
- January 17
- March 28-April 8
- May 30

## Notes from Your Instructor

Please let me know whenever you feel overwhelmed. This class is meant to be challenging but not crushing! Along with your parents, you have a support system in the tutors, the ATYP staff, and me.

Keep in mind, I can only help you if you let me know that you need help. SMART students will attend tutoring on Sundays with our tutors (who are amazing!), email or text when confused, ask questions, take risks, and stay on top of homework. SMART students also text or email when they need help. Seriously, it isn't a bother. If I didn't want you to contact me, you wouldn't have my cell phone number or email! I will do my best to respond within 15 hours. If you want an immediate answer, text or email 8am-9am during the week. If I have cell service and/or wifi, I will respond right away.

### Pep Talk

This class, I hope, will be like nothing you've experienced before. It will be tough, but manageable. The discussions we have will brighten your soul - seriously, we don't deal with some of the shenanigans that you've experienced with classmates who just don't "get it." There will be times when you leave class invigorated, and there will be times when you just want to quit. Both are okay. (But, give it six weeks and TALK TO ME before you consider dropping.)

The best learning happens when you are in what educators refer to as a "moderate state of challenge." My guess is that you've rarely experienced that in school. The tough part is that it doesn't always feel comfortable when you are challenged. In fact, I'd argue that the best things I've learned have been when I'm fairly UNcomfortable. Think about this class like learning how to walk. You're going to fall down. Occasionally you're going to hurt yourself. But, I promise to be your biggest cheerleader when you succeed. And, though I won't kiss your boo-boo's, I will listen to you vent frustration and help scrape you back together.

I am looking forward to working with each of you. Your classmates and I want your input and insight. Be sure to ask questions and contribute to class discussions and *listen* to your classmates, your instructor, and yourself. Think about what others are saying when they review your work so that you can consider the counsel of others along with your own. And lastly, take some **risks**. Try new ways of approaching assignments. Explore. You will very likely surprise yourself. Good luck!

### Remind

I love remind.com (not a sponsor). In the past, my son's teacher has used this service to send homework reminders, nudges to check emails, provide occasional homework hints, and it was an easy way for the parents to keep tabs on the class. So, I'm going to try to use it this year. This service is optional. The information that I provide through messages on Remind are not essential to the completion of homework assignments, but it is an extra resource and added line of communication for you and your parents to use. (Instructions below.)



## Sign up for important updates from Mrs. Carr.

Get information for Western Michigan University right on your phone—not on handouts.


Pick a way to receive messages for ATYP HE 9/10 (Wednesdays) Carr:

**A** If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

[rmd.at/gdg43c](https://rmd.at/gdg43c)

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.




**B** If you don't have a smartphone, get text notifications.

Text the message @gdg43c to the number 81010.

If you're having trouble with 81010, try texting @gdg43c to (313) 483-8395.

\* Standard text message rates apply.



Don't have a mobile phone? Go to [rmd.at/gdg43c](https://rmd.at/gdg43c) on a desktop computer to sign up for email notifications.