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### Instructor Contact Information

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### ATYP Contact Information

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**Facebook Page:** [www.facebook.com/ATYPWMU](http://www.facebook.com/ATYPWMU)

**Website:** [www.wmich.edu/precollege/atyp](http://www.wmich.edu/precollege/atyp)



**ATYP Director, Dr. Kelly Schultz (She/Her)**

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### Grader and Help Session Information

**Sunday 4-6pm**

**Location:** Microsoft Teams > Help Session 2022-23 > Year 1

**MTW 7-8pm**

**Location:** Microsoft Teams > Help Session 2022-23 > General

Monday (w/Maddy), Tuesday (w/Marlow), and Wednesday (w/Alyssa)

Help session will run every week unless otherwise noted by the ATYP office. (Refer to the weekly emails from the office).

### 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 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. This is not a class where you write a piece at the computer and turn that version in with no review. The portfolio will showcase your most revised/best work. 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 first half of the year, students will work on several formal essays: exemplification, description, narration, cause and effect, and process analysis. Students will study and respond to several literary essays from various authors. Students will also read short stories and poetry; they will have some opportunities to showcase their creative writing strengths. Public speaking components will reflect our reading. Students will keep notes for readings and lecture. 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 Suite. Critical thinking skills, time-management, interpersonal, and metacognitive skills will be stressed throughout the course.

Details about second semester will be forthcoming; thank you for your patience and understanding that our schedule is subject to change.

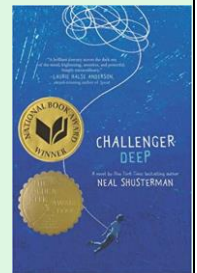
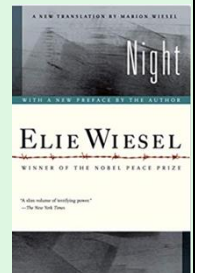
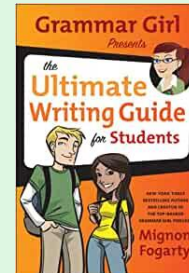
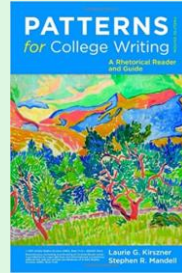
## Course Materials

### HE 9 Books:

- *Patterns for College Writing, 12<sup>th</sup> edition.* Laurie G. Kirszner 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)
- *Night* by Elie Wiesel (ISBN-10: 9780374500016; ISBN-13: 978-0374500016)
- *Challenger Deep* by Neil Shusterman (ISBN 9780061134142)

### Supplies

- Computer
- Mic and web camera (for snow days and online meetings)
- Camera (phone or digital)
- Internet connection
- WMU account access to:
  - Exchange (email server for WMU)
  - Microsoft office (Word, PowerPoint, Forms, Teams, etc.)
  - eLearning and GoWMU
  - MS Teams
  - YouTube and Google
- Hardware token/key fob or phone (WMU account login requirement)
- College ruled spiral bound notebook (I will provide first semester)
- ATYP folder (I will provide)
- 3 inch binder for each semester
- Weekly planner
- Pens (black or blue (for writing) AND red or purple (for editing))
- Access to a printer
- WMU ID Card
  - You will need an WMU I.D. card to borrow books and print at the libraries on campus. There is a \$30 replacement fee if you lose your card. Keep it safe!



## Attendance Policy

Missing a day of class is equivalent to missing two weeks of normal high school English. If you MUST be absent or leave early, please notify me as soon as you know you'll be absent so I can plan activities and groups accordingly.

I will be on campus at 1:00pm. Arrive to campus early if you need to print, use the restroom, buy snacks/drinks, ask questions, return library books, etc. Attendance will be taken at 1:20. You or your adult should text me if you're going to be late. If you email me or text me about attendance, your parents should be copied as well.

If you are late to or absent from class, you might lose some or all of your participation points for the day.

## In the Event of a Snow Day

Instructions for class will be sent to your wmich.edu email address. Expect to do some work, even on snow days. Homework will remain the same.

## Minors on Campus Policy

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

## Students with Disabilities & 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. Please communicate any needs or relevant medical information to me at the beginning of the school year.

### 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 electronic devices when absolutely necessary or when asked. Lecture notes may be typed, but you should not have internet browsers, messengers, etc. open during class. We need to be physically present for one another.

Ask before taking a photo or recording a video, as people value their ever-diminishing privacy.

### ATYP 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.

### Student Expectations

- Thoughtful, thorough, and timely completion of all assignments
- Organization of thoughts in writing and the portfolio
- Close, careful reading of all the material.
- Energetic participation and respectful attentiveness during class.
- Conduct in keeping with university surroundings
- Adherence to the ATYP Code of Conduct
- Articulation of ideas, beliefs, and opinions
- Respect for the ideas, beliefs, and opinions of others
- Regular and respectful communication

- Time management skills & the creation of regular weekly schedules considering personal, familial, academic, and extracurricular obligations and our homework load

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, 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'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.
- Avoid put-downs (even humorous ones, *even about yourself*).
- Take space, leave space: be mindful of air time.
- Practice *oops* and *ouch*.
- Practice self-awareness and self-care.
- Remember that "Pobody is Nerfect"

### Online Learning Expectations (Help Sessions and Snow Days)

During class and help session, 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. This is our time, and while 2.5 hours seems like a long time right now, when we become comfortable with each other, you'll frequently scratch your head and wonder where the time went.

Please do not record or take pictures of our class without asking.

### ATYP Policies, Tips, and Strategies

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>)

### Portfolio

Each version of your paper is to be printed and included in your portfolio. Revision highlights included on each version. The most recent edition of the paper should be on top. The original draft should be on the bottom. Your Portfolio will be organized into four main sections: Journals, Weekly Writings, Essays, and Handouts. Each section should be organized by week in an ascending order.

## Journals

Do not confuse this work with your in-class writings and notes. You will receive directed journal entries that should reflect 10-15 minutes of outlining or planning, 45 minutes to 1 hour of writing, and about 5-10 minutes of proofreading. 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
- Proofread & checked for grammar issues
- Appropriate file name
- Saved as a .doc or .docx file
- File name: First and Last Name-Week # Journal-Draft # (example: Jane Doe-Week 1Journal-Draft 1)

Journals are worth ~1% ea. of the final grade.

**Writing Assignment Formatting Tutorial:** <https://youtu.be/mGMTkLVlhWI>

## Weekly Writing

Weekly Writings should reflect a total of 2-4 hours of planning, writing, and proofreading. 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 & header
- Relevant title
- Proofread & checked for grammar issues
- Appropriate file name
- Saved as a .doc or .docx file
- File name: First and Last Name-Week # WW-Draft # (example: Jane Doe-Week 1WW-Draft 1)

WW are worth ~3% ea. of the final grade.

## Essays

At the conclusion of most units, you 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 & header



- Relevant title
- Appropriate file name
- Proofread & checked for grammar issues
- Saved as a .doc or .docx file
- File name: First and Last Name-Week # Essay-Draft # (example: Jane Doe-Week 1Essay-Draft 1)

Essay weights vary by assignment. Outlines, rough drafts, status reports, etc. will be assessed for a small percentage while final essay projects tend to weigh more heavily on the final grade.

### Revisions

As a rule of thumb, if your writing assignment (journal, weekly writing, or essay) 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 in the file name.

#### Revision Protocol:

1. Make a copy of your previous draft.
2. Name this file with the new draft #.
3. When you make a change, highlight it so the grader can easily spot your new work.
  - a. If you remove work or fix something that is difficult to highlight, leave your grader a highlighted footnote or a message at the end of your document explaining the change.

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!

- Draft 2 (revisions made on your first draft): yellow highlight
- Draft 3 (revisions made on your second draft): green highlight

#### Example:

File Name: Maggie Parker- Week 7 Essay - Draft 3

Text Sample:

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 first drafts of a specific assignment have been graded, you will have 2-4 additional week to elevate your grade before the assignment closes. After the revision period ends, the assignment dropbox on eLearning will be locked and no further submissions will be permitted. This revision period will allow students to revise up to the third draft if revisions are completed weekly. Late work and waiting to complete revisions will hinder your ability to revise to the third draft stage and may negatively affect your final assignment grade. In short, work on your revisions *every week!*

### Participation & Professionalism

This is your willingness to:

- take part in-class activities (on camera/ use of microphone during online classes)
- respond to emails promptly
  - Some email responses may be graded. Check your email every day and be sure to follow directions.
- keep notes during class and while reading
  - You may be asked to submit reading and/or lecture notes throughout the semester. I would prefer that these are typed; however, legible handwriting and book annotations may be acceptable.
- keep your files organized on your computer and in your Portfolio
  - Your Portfolio may be graded throughout the semester. Make sure that you are keeping it up to date before class every week.
- use of appropriate file names
- help others and be a kind team member
- arrive to class on time

- come prepared for class
- work with classmates outside of class (virtually or in-person) for group projects
- meet deadlines for assignments
- seek help when struggling
- adhere to the ATYP code of conduct
- ...and basically, contribute to the community of the class.

Participation & professionalism assignments cannot be made up and late work will not be accepted. However, a large chunk of these assignments will be completed during class. Be present.

### Late Writing Assignments

If you miss the first draft due date of a writing assignment (or if your paper is less than half way complete), your final grade for that assignment will be reduced one grade (example: Check Plus to a Check). You may not see this change in the gradebook immediately.

Unless your grade is in the green zone (A, BA, B, Plus, or Check Plus) you are responsible for revising the paper using the comments left for you to guide your changes. If you have not revised your paper to the green zone by the revision deadline, you will be stuck with the most recent grade for that assignment (plus the late first draft deduction if applicable).

The homework sheets should allow you enough time to plan around events, sports, chores, other course work, etc.; but, if you feel there are extenuating circumstances preventing you from completing your work on time, we can have a private conversation about this. Do your best to contact me **before** missing any deadlines/due dates.

### Final Grade Breakdown

%	Letter grade	Check Grading	Essay Grading	Credit/Partial
93-100	A	+ (100%)	Excellent (100%)	Credit (100%)
87-92.9	BA	Check plus (92.9%)	Strong+ (92.9%)	--
83-86.9	B		Strong - (86.9%)	--
77-82.9	CB		Fair+ (82.9%)	--
73-76.9	C	Check (73%)	Fair- (76.9%)	--
67-72.9	DC		Weak+ (72.9%)	--
63-66.9	D	Check Minus (63%)	Weak- (66.9%)	--
Below 62.9	E	Incomplete (50%)	Incomplete (50%)	Partial (50%)
--		DNS (0%)	DNS (0%)	No Credit (0%)

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.

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-“.

### Mandatory Help Session ('C' and Below)

If a student's overall grade falls below at or below a C ( $\leq 76.9\%$ ) after the first ~6 weeks of each semester during HE 9 and/or HE 10, the student will be required to seek extra help every week until their grade reaches a 'CB' ( $\geq 77\%$ ) Weekly help may consist of several 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.*



**Red Grades (Placement Questioning)**

If a student’s overall grade falls into the red zone (72.9% and below) around or after midterm during HE 9 and/or HE 10, a placement conference or similar discussion may be scheduled with the student and the student’s guardian(s) to discuss placement in the program.

**Typical Due Dates and Sample HE Schedule**

Typical Wednesday Due Dates

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Journals	WWs	Essays  Revisions  Update Portfolio  Writing Assignment Checklists  Help Session Checks	Lecture Notes  Class P&P assignments			Readings/ Notes

\*Make sure you consider your other obligations, including time for rest and relaxation. If you plan your week out, you can schedule a few days off every week!

Assignment are due by 10pm, with the exception of regular class P&P assignments (due dates may vary)

**Help Session & Extra Credit**

Help sessions (or other help—see previous page’s “Mandatory Help Session” section) are only required on any particular week if your grade is a ‘C’ or below by the beginning of class that week. You will need to complete a Help Session Check (template on eLearning) and upload it to the appropriate dropbox the night before class that week. If you attend help session with a with an ‘A,’ ‘BA,’ ‘B,’ or ‘CB’ and thoughtfully complete the Help Session Check the night before class, I will add 0.25% to your final grade for every Help Session Check (1 per week) completed-- up to 3%.

Extra credit opportunities might arise throughout the semester. While I value and appreciate all the work you do, do not count on extra credit to give you a significant grade boost. Extra credit will not exceed 5%. Most extra credit papers and events are worth (up to) 1%.

## Pep Talk

We expect a lot from our students, but you're here because your adults believe you can do this, and your academic achievement has shown that you are ready for this challenge. 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. Wise students will attend tutoring/ help sessions with our tutors (who are amazing!), email or text when confused, ask/email questions, take risks, and stay on top of homework. 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 two business days.

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!

## Letters from Previous Students

Dear Newbie,

You are about to embark on the treacherous journey called first year ATYP. Throughout this adventure you will face monsters such as homework, loneliness, and confusion. Luckily for you, I happen to be an expert at conquering these monsters. Although each person has their own way of facing them, there are some tips that prove to be helpful to every ATYP student. The three biggest pieces of advice I can give you correlate with the three different aspects of life and happiness, the homework, the mental help, and the social parts of ATYP.

My first piece of advice: don't freak out. One of the most important things that you will learn this year is the art of time management. As you progress, try to complete your journals in a half hour to forty-five minutes; this will free up your time to create truly majestic weekly writings and essays. The shortening of work also helps to prevent an end of the week scramble to finish homework. Another thing that helps to provide you with more time is going to the help session. Many people call it a tutoring session, but I find this name to be inaccurate. Although there is a tutor there who is happy to help with any assignment, help sessions also provide a solid two hours of uninterrupted work time surrounded by your peers. It puts you in the right mindset for doing homework without a temptatious television just around the corner. ATYP is all about priorities, and ATYP is priority number one. ATYP homework is much more challenging than regular schoolwork. Although this challenge is difficult to adjust to, it will help you in the long run.

Despite the proverbial, and possibly literal, head bashing that you will be experiencing in the next few months, remember to give your mind a break every once in a while. Delegate time to stop doing homework and eat a snack, or walk around the block, or unleash your emotions unto a parent, sibling, friend, or loyal pillow. ATYP may be a very significant part of your life, but it is not everything. There is a whole world outside of the homework and planning that ATYP brings.

You may have heard that you will lose your social life once you join ATYP, this is only partly true. Although you may not spend as much time with your friends as you used to, if you're smart about your homework scheduling, there will be plenty of time for both homework and friends. In addition to this, a valuable asset in ATYP is to make friends with the other children in your class. They tend to know everything about the stress and hardships of ATYP. Also, you're bound to have at least a few things in common with them. For example: the summer reading, the amount of homework you received

that week, and how evil your teacher is, are all things you can talk to them about. There will also be things to talk about that don't relate to ATYP. Ideally, you will be able to hang on to your old friends, as well as obtain some cool new ones.

Another important associate and resource is your teacher. You shouldn't be afraid of the teacher, they are being paid to help you blossom into the geniuses of tomorrow. Mrs. Carr may be strict, but she's also a helpful and mostly understanding lady. She wants you to fix your own problems, instead of her having to fix them for you. As the proverb goes, "Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime." (Chinese proverb) Mrs. Carr does not spoon feed the answers like many normal teachers do; she forces you to find your own answers in order to truly understand the lesson she's teaching. This way is more difficult, but it's also more satisfying. Also, if she gives you many corrections on an assignment, that doesn't mean she hates you and thinks that you're not smart enough for ATYP. If she thought that, she wouldn't bother helping you. So, although she can be scary, and puts alien blood on your papers, she's also a trustworthy and helpful adult.

Yours Truly,  
Your Predecessor and Fellow Victim

To whom it may concern,

ATYP is a bumpy ride of a rollercoaster, but it is very worthwhile. My writing skills and comprehension have increased tenfold since I started this program, and yours will too! I have two pieces of advice for you. First, the first six weeks of ATYP are bumpy and difficult, but if you stick with it, you will be glad you did. Secondly, my advice is to get as much help as possible, be that from parents, tutors, or the teacher themselves. If you follow these two rules, you should be just fine in ATYP.

During the first six weeks, stress is a large issue, but it is important to be calm about it. Every single ATYP student before you and after you has and will have to deal with those first six weeks. Just know, you are not alone. You may think of quitting or not taking the work seriously, but I do not recommend that. If you stick with the program, you will be rewarded with knowledge and experience that starts preparing you for the rigors of college. Even getting into ATYP is difficult, but you did. Keep in mind that you are smart people, and you deserve the chance to hone your skills in classes such as ATYP where the consequences are not too major and you can learn how to succeed in college-type classes.

I know that asking for help can sometimes be daunting, but I assure you, it will be the best decision you will make during your ATYP career. I personally struggled with getting help because I thought that it was shameful and denigrating to have to get help, but I eventually found that when I started going to the help sessions, my grade started climbing higher and higher. Think of it like a mountain. Starting climbing is daunting and stressful, but once you do, you gain the accomplishment of seeing success for miles around.

ATYP will teach you how to perform at a college level without the consequences of a college class. The workload may seem like a lot at first, but it is important to know that you are not alone, and the feeling of being overworked will soon pass. Over time, you will become a better writer than you ever thought possible, I am sure, and you will have made a great accomplishment, no matter what you think. The most important thing to know is that asking for help is not denigrating, defeatist, or useless in any way. By asking anyone such as teachers, parents, or tutors, you can succeed in ways that you cannot yet know. You are smart people, and this class is most definitely worth your time, and no matter what, keep pushing and striving for success! You will find it if you look!

Your Fellow Student,  
E.H.

Dear ATYP Student,

YAY! Go you! You've made it in and you're here, so before you start any of that inevitable worrying, applaud yourself. Seriously, give yourself a pat on the back or something. You're awesome! You might not believe me, and you're probably nervous anyways, and that's okay too, because I know how you feel, in fact I *was* you. I read these same letters last year thinking, *Yeah right, thanks for the cliché encouragement, but there's no way you can know I really feel right now.* If you feel that way, that's totally fine, but I'm going to give you everything I have to offer anyways.

First of all, this class WILL NOT kill your social life! It is completely possible continue living your regular life, even with the amount of homework you receive each week. You may have heard otherwise, but I did just fine. All you have to do is budget your time, yes, it is easier said than done, but I believe in you!

Also, this class is obviously advanced, and I am assuming that you have been in other advanced classes before. I am also assuming that you have done well in those classes. So, I am telling you this now for your own good, some assignments will give you writers block, you might miss a deadline once in a while, and you will earn grades you've never had before. However, I can also assure that, some assignments will be fun and easy, you will learn to keep track of all the deadlines, and you will definitely see significant growth in your grades from start to finish.

My last piece of advice is about your teacher, Mrs. Carr. I cannot even begin describe the how she has changed the way I learn, read, write, and more. She is a fantastic teacher who does her best to personally connect with each and every one of her students. Mrs. Carr also loves a student who is willing to take risks and be creative. Therefore, don't be afraid to try something you've never done before. I've gone out on a limb with certain assignments, and even when I crashed and burned, it was better than playing it safe.

Alright, you can do this! Remember to budget your time, don't be discouraged, and take risks. I am certain that you will love ATYP. After all, before you know it, you'll be writing one of these letters to the next group of newbies, but until then, have fun and enjoy the ride.

Best of luck,  
RD

### How Parents Can Help

1. Set timers based on the recommended/ estimated time for completion (ETC) of each assignment.
2. Eliminate digital distractions (Remove internet distractions and phones while reading, outlining, and writing Journals, WWs, and/ or Essays)
3. Ensure the student gets enough sleep the night before class (sleeping in class is like being absent; students could miss up to 2 weeks of advanced HS ELA while snoozing)
4. Ensure due dates and deadlines are met on time/ be aware of tardy assignments and late deductions, i.e., ensure student submits homework on time
5. Encourage the student to email and/or text me for help
6. Encourage student to advocate for themselves instead of communicating on their behalf.
7. Encourage the student to attend help session for tutoring or revision help
8. Ensure the student is on campus or online no later than 1:15pm
9. Check formatting of papers. (*Not content! That's my job.*)
10. Provide a shoulder to cry on, words of encouragement, anecdotes that put the pain in perspective, mental/emotional guidance and support