

Advanced Composition & Research

The Syllabus

Ms. Erika Zachery MAT, MEd

2020-2021

Instructor Information

Ms. E. Zachery

Class Phone 708-271-4668

Best times to call: tba

Email: zachery.erika@district205.net

General questions and information, parent contact

Email: ezachery@ttdistrict205.net

Assistance with homework, classwork, projects, etc



Office Hours:

M/W: 1-3pm

T/Th: 1-3pm

Friday: By appointment only, click the calendar to make an appointment.



English Division Leader:
Dr. JaRita Steward
Phone: 708-271-4669
Email:
steward.jarita@district205.net

Instructional Philosophy

District 205 serves a wide variety of students from various socioeconomic and ethnic groups, which also reflect a wide range of learning backgrounds, ability levels, and learning styles. Because of a diverse and constantly changing world, the program provides every student with the communication skills necessary to be responsible, productive, and life-long learners. In addition, students should be given the opportunity to explore the aesthetic aspects of the human experience. Besides the traditional content of literature, grammar, vocabulary, usage, composition, and technological skills, the program also explores a wide range of communication forms, including, but not limited to, written and spoken language.

Course Information

This course focuses on research skills essential for students entering the workplace or post-secondary studies. It is designed to develop stylistic maturity in writing by using wide-ranging vocabulary, a variety of sentence structures, logical organization, etc. This course allows students to become more critical readers, thinkers, and writers as they become intellectually engaged. Students will learn how to incorporate research into their writing for a variety of purposes.

Credit: One-half credit (1/2)

Prerequisites: Credit in English I, II, III, and departmental criteria

Accoutrements - Falcon Success Pack!!



3-4 spiral notebooks (70 sheets)



8GB or higher Flash Drive



#2 Pencils /Pens

Course Goals

- A. Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques.
- B. Recognize, analyze, and synthesize the grammatical conventions of Standard English by the end of the course.
- C. By the end of the course the student will develop well-informed, written arguments using a variety of resources.
- D. Writing and reading relate to lifelong learning and can be applied to practical, real-world settings.
- E. Recognize and evaluate the importance of comprehension, clarity, and conciseness in writing by the end of the course.
- F. Understand, evaluate, and synthesize realistic applications of research and technology.

Course Objectives - Reading

1. **Understand** the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage.
2. **Identify** clear main ideas or purposes of complex passages or their paragraphs.
3. Use **details** from different sections of some complex informational passages to **support** a specific point or argument.
4. Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by **synthesizing** information from different portions of the passage.
5. Show effective use of language to clearly **communicate** ideas by using precise and varied vocabulary.
6. Show effective use of language to clearly **communicate** ideas by using a variety of kinds of sentence structure to vary pace and support meaning.
7. **Apply** an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material.
8. Add a sentence to accomplish a subtle **rhetorical purpose** such as to emphasize, to add supporting detail, or to express meaning through connotation.

Course Objectives - Writing & Grammar

1. Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole.
2. Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs.
3. Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole.
4. Develop several ideas fully, using specific and relevant reasons, details, and examples.
5. Present a critical thesis that clearly establishes the focus on the writer's position on an issue.
6. **Evaluate, synthesize, and present** information in oral and written form.
7. Show a basic control of language by using spell check and grammar check in Microsoft Word, Google Doc, or another type of word processing program
8. In a timed setting in response to a given prompt, maintain a clear focus on the discussion of a specific topic and issue in a writing prompt, presenting a thesis that clearly establishes the writer's position on the issue.
9. **Demonstrate** the appropriate skills for multi-paragraph development: sequence, comparison/contrast, cause/effect, etc.
10. **Write** clearly and concisely for a variety of purposes.
11. **Show** effective **use** of language to clearly communicate ideas by correctly employing most conventions of Standard English grammar, usage, and mechanics, with just a few, if any, errors.
12. Rearrange sentences to improve the logic and coherence of a complex paragraph.
13. Correct vague and wordy or clumsy and confusing writing containing sophisticated language.

Course Objectives - Research & Technology

1. Develop several ideas fully, using specific and relevant reasons, details, and examples.
2. Present a critical thesis that clearly establishes the focus on the writer's position on an issue.
3. Demonstrate the ability to evaluate online sources as credible and reliable.
4. **Cite sources** properly in order to avoid plagiarism (APA or MLA format).
5. Provide unity and coherence throughout an essay or research assignment, with a logical progression of ideas.
6. **Develop, research, design, and present** a project using multiple forms of data.
7. Utilize technology to produce documents of publication quality.

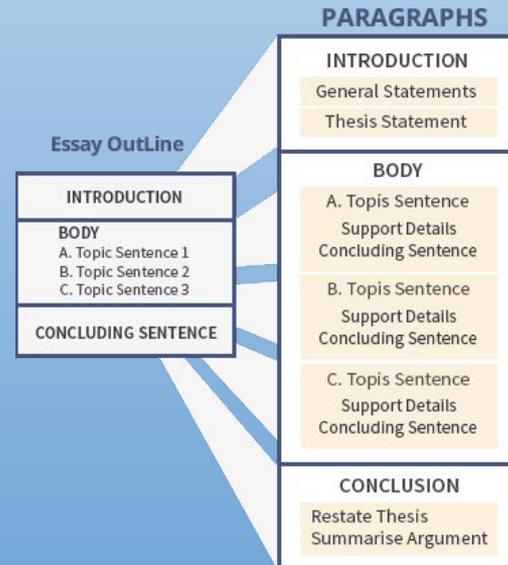
Instructional Activities

- Demonstrate understanding through a combination of techniques including writing assignments, oral presentations, dramatic performance, and artistic products.
- Group work involving cooperative learning strategies.
 1. Utilizing WICOR Strategies
- Demonstrate knowledge of the resources available and the process required for research including print media, Internet searches, observational data, decision-making, evaluation, and appropriate presentation of new information as an end product.
- Demonstrate good use of technology and applicable applications.
 - Google Suite
 - Kami Notepaper
 - Meets/Breakout Rooms
- Utilize the class [webpage](#)

Major Project

Using APA format, students are to write a five to seven-page critical analysis of a pressing social issue, incorporating a minimum of five cited sources in support of the thesis.

- Students must show evidence of actual research such as digital note cards, annotated bibliography, detailed notes, etc.
- The final product must include an outline (or other prewriting), documented research, a title page, and a works cited (reference) page.
- Students will learn the art of a 5-part thesis



Assessment Plan

Grading: The student's grade is calculated by dividing the number of points earned by the number of points possible.
*If you have a modified grading plan please see your teacher

A (90-100%)

B (80-89%)

C (70-79%)

D (60-69%)

F (0-59%)

(A) Independent learner; superior work; all work completed on time at an exceptional level of quality and effort.

(B) Semi-independent learner; above average work; all work completed on time with few flaws.

(C) Dependent learner; average work; most completed on time showing average effort.

(D) Below average work; work completed shows minimal effort; missing and late assignments; rarely made up missed work.

(F/NC) Failure; does not meet standards or expectations; many missing assignments/projects; rarely or did not participate in learning activities.

Struggling Student Protocol

Make-up Work: All students are given an opportunity to make up work that they missed due to an absence regardless if the absence is excused or unexcused. The following guidelines will be in effect:

- Students with excused absences will receive full credit earned for make-up work.
- Students suspended or absent-unexcused will receive full credit earned for make-up work.
- Students and parents of suspended students are responsible for calling or emailing teachers during suspension to inquire about make-up work.
- Regardless of the reason for absence, the student has a maximum of two school days to make arrangements for make-up work.
- Upon return to school, it is the student's responsibility to request a make-up opportunity session with the teacher.

Late Policy:

A student can turn in work at any time within five days of the due date. However that comes at a cost: for every day late there is a **ONE LETTER GRADE REDUCTION**. After five days the assignment will no longer be accepted. To be on time all work must be handed in prior to 3pm of the due date (unless otherwise specified).

Redo Policy:

At the teacher's discretion, students may revise certain tests, essays, projects and/or research papers that were completed on time by the due date in order to receive a better grade. If the teacher designates a specific time and/or place for the work to be redone, the student must comply. Students may not revise quizzes and daily work, unless permitted by the individual teacher.

Parent/Guardian Communication

On an as needed basis I will contact parents/guardians noting both academic and disciplinary behaviors, positive and negative. I may use any of the following modes of communication:



- **Phone Calls**



- **E-mail**



- **Notes Home**



- **Parent Portal for PowerSchool**

