**WRITING II Honors**

Ms. Wilkie – Room 108

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# **Honors Course Description:**

NTA Writing courses focus on writing in all formats, from narrative to research. Students will be exposed to the Writing Workshop model of writing on major pieces, and will be engaged in daily writing assignments to improve clarity, depth of thoughts, and structure. The major differences between Honors and Academic are the amount of out of class practice, the pace at which material is covered, difficulty of texts and concepts analyzed, and the emphasis on structure over content. Instead of asking, “what is this person trying to say”, we focus instead of “how does this person reach his/her point?” and “what stylistic techniques does this author use to show X”.

**Honors Curriculum Breakdown**:

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| **Quarter** | **Theme** | **Essential Question(s)** |
| Quarter 1 | Power of Truth | What is “truth”? How does the truth give us power?  What power is afforded to remembered experiences?  How do our choices impact our outcomes and future?  To what extent do learned moments impact how we define ourselves?  Why is it important to leave a legacy? How do our experiences and life lessons shape our story? |
| Quarter 2 | Power of Writing | What does it mean to be “educated”? What is “writing” and why do we write? What experiences are gained from writing? How can we make sense of our lives from writing? |
| Quarter 3 | Power of Language | How do words have power? To what extent do they have the power to influence others? |
| Quarter 4 | Language as Power | How is power established, maintained, and justified?  To what extent does power influence others?  How does language contribute to power?  How can silence perpetuate violence? |

**Rules and Policies**

**Absences** – If a student knows that he/she will be absent in advance, it is the student’s responsibility to get work; all work will be posted on our classroom website, as well as the daily activities. If a student is absent, he/she has **2 days** to make up class work. All absent work will be entered in as a ZERO until it is turned in with an absent work form. **Major assignments, such as projects and papers are DUE on the day assigned;** **if you are absent, it is your responsibility to get it to me (before/after school, email, etc.) in some shape or form on that day.** Otherwise, it will be considered late, and will be subject to grade reduction. Excessive absences on the days of quizzes and papers will be noted with the deans.

**Contact** – If you would like to contact me, I prefer email communication or Remind messages. My email is [lwilkie@cicsnorthtown.org](mailto:lwilkie@cicsnorthtown.org). I rarely check my school voicemail, so please email me and I will respond in 24 hours or less. I typically arrive at school at 7:30am and stay at school until approximately 4:30pm, but do not expect that I am there without speaking to me first. If you need to meet with me, please set up an appointment in advance and be on time! Parents: please do not hesitate to contact me at any time, and feel free to join the Remind account as you see fit.

**Bathroom** – Students may utilize the restroom during appropriate classtimes. Students must sign out at the door, leave their cellphone, and take the hall pass. Students who are absent from class longer than 10 minutes will be subject to logs and the loss of bathroom privileges, and/or docking in the SEL grading category weights.

**Bell Work** – Once students enter my classroom, they will be required to get started on the bell-work assignment. Unless specifically noted, bell work should go in a student’s interactive notebook. All interactive notebook entries should be on a NEW page (can be front and back), with the date and title of the entry.

**Choice Book** – There is an undeniable correlation between a reading and writing, in that these skills are dependent upon one another to improve and grow. As a result, I proudly support NTA’s choice reading program, and as such, all students are required to have their choice book with them every day. On Tuesdays, we will use our choice book with our bell ringer, so it is imperative that students bring it and read! Feel free to see me, or our librarian, Mr. Klise, for help selecting a choice book. I will not send students out of the classroom to get their choice books; lack of a choice book may be noted in SEL grade deductions.

**Paper Feedback** – I believe that feedback is just as important for you as it is for me; we both get a chance to see where you are at in the writing process and what you need to do to improve your piece. I typically give feedback on the second or third draft that you create, typically via handwritten notes. However, I have some basic expectations for feedback:

>If you are looking for feedback, you may come to see me or send me your draft at least **two days** before it is due.

>Strong feedback questions only: Does my thesis match my evidence? Does this transition work here?

>Students who do not ask questions/ask for help during in-class drafting days are not eligible for online feedback

>Papers that do not meet the basic expectations of the assignment will receive brief feedback; students will be

required to revise paper as many times as necessary in order to meet basic expectations and pass.

**Extra Credit** – Extra credit opportunities will be made available to students at the teacher’s discretion.

**Grades** – Grades will be calculated according to the school-wide grading policy. Grades will be assigned on a 4-pt scale, with 4 showing mastery and 0 showing incompleteness. All assignments can be revised for a higher grade by the given deadline posted on the assignment. Grades will be weighted as follows: 15% Formative, 15% Social Emotional, and 70% Summative. Explanations of these categories are delineated in the school-wide policy.

**Headphones** – Students can bring their headphones to class. If a student chooses to listen to music while doing independent work, the phone must be in his/her pocket. Headphones can be plugged into computers during in class drafting time. If you forget your headphones, you must use a pass to get them from your locker. \*\*I have the right to restrict headphone use for students who do not have work done/drafts completed – you must earn those privileges back \*\*

**Help** – If you need help, you need to come see me; I try to return grades/feedback as quickly as possible, but if you feel that you are not understanding a concept, you MUST make an appointment to come see me before it is too late. If you are having trouble with grammar, the first thing I suggest is making sure you are doing ALL of the optional homework assignments. If you are having trouble starting your essay, the first thing I would suggest is that you check out the writing center. I am a huge supporter of utilizing all available resources; you have plenty at your disposal, so use them!

**Homework** – As stated above, all grammar skills practice is **optional**; on our website each week, I will post the specific skill we will be working toward, videos to help you understand the concept, and five different practice assignments, all varying in complexity and difficulty. I will also provide these worksheets to you via hardcopy at the beginning of each week. You can do a few, some, or none of these practice activities: it is entirely your preference. Answers will be posted online via PDF, and you are expected to check your own work and see me with any questions you may have. Expect a quiz every Monday on the previous week’s skill, and plan to start that Monday (for homework), with the new skill. Bell ringers will support whichever grammar skill(s) we are covering for that week.

All other work – annotations, essay analyses, graphic organizers, drafts, papers, etc. – are NOT optional, and students will lose points if they do not complete them. Homework, depending on the type, may qualify as formative or summative in grading ratings.

**Interactive Notebook** – Students must have a 3-subject notebook for this class. The first two subjects / notebook sections will cover grammar skills, bell ringers, etc. The last subject of the notebook will be for drafting for writing assignments. Students should bring this to class every day.

**Late Work** – Late work will be accepted up until the date listed on the assignment. Grammar practice is optional, so there will be very little homework, aside from drafting and essay writing, that will be expected. Therefore, I expect that all work is turned in on time. Papers or projects that are late will lose approximately 10% of the earned value each day it is late. **I allow revisions on all writing assignments (see below), but I will NOT allow you to revise it if it is late.**

**Materials** – Students must have the following for my classroom: 1 3-ring binder with 3 dividers (labeled grammar, writing, resources), 1 3-subject notebook, and 5 different colored highlighters. Students should also bring their agenda, pen/pencil, and choice book to class every day. I am also requiring the following materials, differentiated by last name. These items are “common good” items that all students will benefit from having and make our classroom a safe, efficient, and healthy place!

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| --- | --- |
| Last Names A - L | 1 box of tissue paper |
| Last Names M - R | 1 pack of 3 or more dry erase markers |
| Last Names S - Z | 1 16fl oz hand sanitizer |

**Participation** – Students are expected to be present with all materials in class every day. Students should not 1.) lack one of the above materials 2.) abuse the bathroom policy 3.) are disruptive/disrespectful in class 4.) sleep / appear disengaged from class or 5.) using technology inappropriately. I have the right to amend/alter this list as needed. Teacher will give verbal warning to student; subsequent and persistent problems with participation will result in reduction of SEL grade and logs.

**Passes** – Students may not leave the classroom without a pass. Students who come to class after the bell rings without a pass will be considered tardy.

**Plagiarism -** Plagiarism is defined as using anything that did not come from YOUR BRAIN and putting it on your paper without giving the brain/website/source you got it from, credit. What does this look like? It could be (but not limited to) working with another student together on an assignment you turn in for an INDIVIDUAL grade, looking off of someone’s paper on a quiz or test, sharing Google Docs with other students, etc. Assignments that are plagiarized will receive a zero, and students who plagiarize work will receive a C2.

**Remind 101** - Occasionally, I will send out reminder text messages regarding due dates. This comes especially handy during the winter with snow days. Please sign up if you wish to receive these updates via text message.

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| **Class** | **Text this number:** | **Put this in the body of your text:** |
| Writing II Honors | 81010 | @w2hon |
| Writing II General | 81010 | @w2gen |
| Writing II Academic | 81010 | @w2acad |

**Respect** – Respect is an important piece, if not the most important piece, of our classroom. We are all human, and we all have bad days, but it is important that you are bringing forth your best attitude and treating others with respect. Disrespect, insubordination, or attitude will result in a log and a loss of participation points.

**Revisions –** I am a huge proponent of hard work, persistence, and growth. Therefore, all work that is **turned in ON TIME** has the opportunity for corrections, revisions, or redos for mastery. In the event of a redo, you may receive an alternate version of the assignment with modifications of the same skills. Students must initiate revisions and set up a time to do so. All revisions must be done by the due date listed on the top of the assignment, unless otherwise noted.

**Service Hours** – Occasionally, I need help in my classroom after school. Please see me for service hours and please show up on time! Also, bring a copy of the service hours forms, which can be found in the main office.

**Technology** – As part of the publishing of our writing, we will be using computers from COWs around the building. It is the responsibility of the farmers to take care of these COWs, report any missing/inoperable computers, and retrieve/return them as requested. Students may use cell phones in the event that computers are not working but must ask for teacher permission first. Students may lose technology privileges if they are misusing class time, on inappropriate websites, or damage materials.

**TurnItIn.com** – Our class uses TurnItIn.com to upload final papers and Optional Teacher Feedback (OTF). Please create an account and log in according to your class, listed below:

|  |  |  |
| --- | --- | --- |
| **Class** | **Password** | **Class ID** |
| Honors - 1st Hour | gostate | 13143558 |
| Honors - 5th Hour | gostate | 13143592 |
| General - 3rd Hour | gostate | 13143606 |
| General - 7th Hour | gostate | 13143615 |
| Academic - 8th Hour | gostate | 13143642 |

**Website** – Our classroom website is [www.wilkieclassroom.weebly.com](http://www.wilkieclassroom.weebly.com) . This website houses the daily agenda for each class day, as well as PDF uploads of all our classroom documents. There is a writing resource center for information on MLA formatting and citations. Grammar practice, as well as all flipped videos, will be located here. If you are absent, or just wish to review a concept in more detail, check out the website first. I will not hand out hard copies for absent students.

**Writing Center**  - The Writing Center is new to NTA this year. I am the NTAWC supervisor, and the majority of students in the class have had me as a teacher before. The NTAWC is a great resource for any stage of the writing process – brainstorming, organizing, drafting, revising, and editing. Please bring all the work you have done so far for the paper, the rubric/directions, and a willingness to revisit your work and make changes. Some students will be required to attend the WC depending on classroom performance.

**Writing II Syllabus Signatures**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, am a student in Ms. Wilkie’s Writing II class. I fully understand the rules and expectations of the classroom. I understand that Writing II is a community-based class, and I am determined to be a positive influence to my peers. I will do my best to succeed in Writing II, and I will attempt to engage in all of the papers and assignments to the best of my ability.

**Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_**

**Parent/ Guardian:**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have reviewed the course expectations with my child and I will do my best to support him/her in their work.

**Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_**

**I am best reached by:**

* Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Northtown staff and administration is interested in gaining more **parent involvement.** Which of the following activities would you be interested in helping with /attending here at Northtown? Please check mark all that apply and circle specific activities you would be involved with.

* Parent council (plans school-wide events, discusses school-wide issues, etc.)
* Culture Fest (donate food/prizes, chaperone/supervise)
* Dances (chaperone and decorate for homecoming, spring dance, prom)
* Open House / Parent Teacher Conferences (attending for your student, translating for parents)
* Parent Education Events (literacy fair, book fair, learning English after school)
* Other:
* I’m not interested in becoming more involved because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Comments for Ms. Wilkie**