



Essentials in Writing

Where Students Learn to Write

Online College Prep Writing

Course Syllabus – Mrs. Dianna Locke, Ed.S

Bachelor of Science in Secondary Education, Missouri State University

Master of Science in Educational Administration, Missouri State University

Master of Science in Curriculum, Instruction, and Technology, Grand Canyon University

Education Specialist, K-12 Leadership, Grand Canyon University

Reading Specialist, K-12, Grand Canyon University

Certified grades 7-12 English, social studies, library media

International Literacy Association

Missouri Association of School Librarians

Prerequisites: Any student may register for this course; however, it is best suited for students who have completed levels 9-11 of Essentials in Writing or other writing curricula.

Welcome to Online College Prep Writing, a rigorous course intended for college-bound students. I am Mrs. Locke, an educator with 29 years of experience, your instructor for the Spring 2021 term. Please read the course outline carefully, and share it with your parents. This syllabus will provide you with important details that you will need to be successful in this course.

My number one goal is to prepare you for the type of writing you will do after high school. This will involve writing vivid, descriptive paragraphs, essays that are well-organized and virtually flawless (pun intended), and instilling in you a level of confidence in your capability as a writer. I would like to see each of you complete this class and place into the highest English class possible in college. That is my goal, but you have to do the work. For this to work, you need to follow the syllabus, participate, meet course deadlines, and work hard.

Contact information:

Email me at cs@essentialsinwriting.com. I check my email frequently and enjoy interaction with my students. Please do not hesitate to contact me.

Course Policies

Before the semester begins, here are a few instructions for how the course will work:

1) The Online Writing Course will be conducted using Canvas by Instructure. All compositions must be submitted through Canvas and will be scored on Canvas. *Please do not email submissions; they will not be scored.*

2) Each submission should:

- be double-spaced
- be in 12 pt Times New Roman font
- have one-inch margins on all sides
- indent the first line of each paragraph one-half inch
- include the following information, in this order, at the top left-hand corner of the page:
 - your full name (eg. Daniel Hopper)
 - the level of *EIW* you are using (eg. *EIW-CPW*)
 - the lesson for which the composition is submitted (eg. Expository Paragraph, Personal Essay, or Research Paper)
 - the date of submission (eg. 3 October 2019)
- must be submitted online in one of the following formats: doc, docx, rtf, pdf

Failure to follow these guidelines will affect your score, and I will note it in my comments to you.

3) Once I have responded to your submissions and assigned scores, I will not change the scores. Please do not contact me with a request to do so. This service is meant to provide feedback. Your parents/teachers have the ultimate authority to change the scores if they choose to do so. Know that if I ask a question in a comment, the question is for you to think about, not to reply to; your answer to the question will not affect how I score the composition.

4) Each week's assignments will include a discussion post and a writing assignment. The discussion post will be a simple question in which your participation is expected. It might be a question such as, "What is your writing process?" I assign these because they are what one can typically expect in an online course and a great way to extend class discussion and meet your peers.

Plagiarism and Cheating

Do NOT plagiarize. I will catch it. Plagiarism is a serious issue. If you do this in college, you could fail the course or be suspended or expelled, depending on the school. Plagiarism means turning in papers that somebody else wrote, copying passages (sentences, paragraphs or phrases) that somebody else wrote without citing the source (where you got it from) or turning in a paper that you wrote for another class.

Students involved in cheating – both the student willfully sharing the information and the student copying the information will receive a ZERO for that assignment.

Course Description

The following course outline is intended to be followed as closely as possible. It begins with an expectation that students have read and mastered the creation of complex and compound sentences. I will gladly review any of this information with individual students, however, so feel free to reach out if you need assistance. This course is fast-paced and mimics a Monday-Wednesday-Friday college course, with the only exception being the first week of class. Each week will include an assignment and required participation in one discussion post. These may include answering specific questions posed by the teacher, peer editing, and/or demonstrating knowledge of assigned reading material in the *Essentials in Writing Level 12* text. The student will be expected to write a variety of types of paragraphs, essays, and an MLA formatted research paper, and will include a writing/performance event for the final.

COURSE OUTLINE

Week 1 Course begins, receive Canvas information and welcome letter (Read pages 21-23)

Jan. 19 - Discussion post due

Jan. 22 - Formal paragraph due (Lesson 1B)

Week 2- Expository Paragraph (Read pages 24-27)

Jan. 27 - Discussion post due

Jan. 29 -Expository paragraph due (Lesson 2A)

Week 3 Persuasive Paragraph (Read pages 28-31)

Feb. 3 - Discussion post due

Feb. 5- Persuasive Paragraph due (Lesson 3B)

Week 4 - Descriptive Paragraph

Feb.10- Discussion Post due

Feb. 12- Descriptive Paragraph due (Lesson 4B)

Week 5- Compare/Contrast Paragraph (Read pages 36-39)

Feb. 17 - Discussion Post due

Feb. 19 - Compare/Contrast Paragraph due

Week 6- Cause-effect paragraph (Read pages 40-43)

Feb. 24 - Discussion Post due

Feb. 26 - Cause-effect paragraph due

Week 7 - Read pages 45-47

Mach. 3 - Read pages 49-66, Discussion Post due

March 5 - Expository Essay due

Week 8- Read pages 66-83

March 10 - Discussion Post due

March 12 - Persuasive Essay due

Week 9 - Read pages 85-103

March 17 - Discussion Post due

March 19 - Literary Response Essay due

Week 10 Read pages 105-121

March 24 - Discussion Post due

March 26 - Compare and Contrast Essay due

Week 11 - Read pages 123-127

March 31 - Discussion Post due

April 2 - Timed Essay due

Week 12

April 5-9: "Spring Break" :) Enjoy the rest, the research paper is approaching!

Week 13

April 12-15 - Work on outline of Research Paper

April 16 - Research Paper Outline due

Week 14

April 19-23: Work on Research Paper, Submit rough draft

Week 15

April 30- Research Paper Due

May 5 - Final Discussion Post Due

May 6-7 - Review feedback on research paper with Mrs. Locke

May 7 - course ends