



Language Arts IV-Effective Writing and Communication Syllabus CHS Language Arts Department

Contact Information: Parents may contact me by phone, e-mail, or visiting the school.

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CCSD Vision Statement: The Chillicothe City School District will provide tomorrow's leaders with a high-quality education by developing high expectations and positive personal relationships among students, staff, and community members.

CCSD Mission Statement: The Chillicothe City School District empowers students to learn, to lead, and to serve.

Course Description and Prerequisite(s) from Course Handbook:

Language Arts IV - Effective Writing and Communication

141 (semester)

State Course # 050190

Prerequisite: Language Arts III

Required Option

Grade: 12

Graded Conventionally

Credit: .5

This course develops composition skills through essay writing and practical applications. Students will explore writing for a variety of audiences and purposes. Students will study the elements necessary to write clearly and concisely, as well as the grammatical structures necessary for effective writing.

In addition to standard essay development, students will compose or refine earlier versions of their Capstone Project documents and write for everyday purposes that one may encounter in the workplace. As part of the course, students will be required to complete a college and career readiness activity, including but not limited to job shadowing or a college visit.

*Required readings are part of the 9-12 curriculum. Parents may request an alternative book for a specific required reading by writing a letter to the Language Arts teacher.

Learning Targets: Defined below for clarity are the Unit Titles, Big Ideas of every Unit taught during this course, and the Essential Questions to be answered to better understand the Big Ideas. A student's ability to grasp and answer the Essential Questions will define whether or not he or she adequately learns and can apply the skills found in Big Ideas. This will ultimately define whether or not a student scores well on assessments administered for this course.

- **1st or 3rd Quarter**

- **Unit I: Preparing for Career and College**

- **Big Idea #1:** I can present myself positively through the written word.

- *Essential Question #1:* What is a cover letter's purpose and content?
- *Essential Question #2:* What is a resume's purpose and content?
- *Essential Question #3:* What critical grammatical skills should I employ in my cover letter and resume?

- **Big Idea #2:** I can compose a personal essay that highlights my individual strengths.

- *Essential Question #1:* Who is my audience and what is my purpose for the personal essay?
- *Essential Question #2:* What is the appropriate tone and point of view to use in the personal essay?
- *Essential Question #3:* What critical grammatical skills should I employ in my personal essay?

- **Big Idea #3:** I can update, revise and edit my credentials to present myself well.

- *Essential Question #1:* What common writing conventions should I consider as I revise?
- *Essential Question #2:* How can I revise my resume and cover letter for needed changes in content and mechanics?
- *Essential Question #3:* How can I revise my personal essay for needed changes in content and mechanics?

- **Unit II: Expository Writing**

- **Big Idea #1:** I can write informational essays for a variety of purposes.

- *Essential Question #1:* What are the various modes and purposes of expository (informational) essays?
- *Essential Question #2:* How does a writer generate ideas, narrow a topic and develop a thesis?
- *Essential Question #3:* How does a writer generate and organize support?

- **Big Idea #2:** I can develop a rough draft to inform with clarity.

- *Essential Question #1:* What are some strategies to use in an essay's introduction and conclusion?
- *Essential Question #2:* What organizational pattern(s) can be applied to logically present supporting ideas?

- *Essential Question #3:* What word choice skills and sentence patterns can writers use to improve reader engagement?
- **Big Idea #3:** I can revise my draft to improve clarity, refine personal voice and observe the conventions for publishing a final draft.
 - *Essential Question #1:* What are the MLA formatting guidelines for a final draft?
 - *Essential Question #2:* How can one revise to improve coherence and supporting evidence?
 - *Essential Question #3:* What strategies can be used in a final proofreading check?
- **2nd or 4th Quarter**
 - **Unit III: Persuasive Writing**
 - **Big Idea #1:** I can clearly state my views and provide relevant support.
 - *Essential Question #1:* What is argumentative writing, and what are its purposes?
 - *Essential Question #2:* What are the key elements to include in an argument?
 - *Essential Question #3:* What are the various types of support for an argument?
 - **Big Idea #2:** I can select appropriate support from outside sources and smoothly combine it with my own ideas.
 - *Essential Question #1:* How does one determine whether a source is credible?
 - *Essential Question #2:* What is the difference between direct quotation and paraphrasing of sources?
 - *Essential Question #3:* What is the necessary Works Cited information to record for crediting sources?
 - **Big Idea #3:** I can follow conventions of research to avoid plagiarism.
 - *Essential Question #1:* How does a writer correctly use parenthetical citation to credit a source?
 - *Essential Question #2:* How does a writer link parenthetical citation to its Works Cited listing to credit research?
 - *Essential Question #3:* What are the MLA formatting rules for a research essay?
 - **Unit IV: Functional Writing**
 - **Big Idea #1:** I can express my ideas clearly and concisely in the workplace.
 - *Essential Question #1:* What are the 7 C's of business communication?
 - *Essential Question #2:* What are the correct tone and style to use when communicating in the workplace?
 - *Essential Question #3:* How does one choose the most appropriate medium for workplace messages?

- **Big Idea #2:** I can compose informal and formal written communications for business tasks.
 - *Essential Question #1:* What are the components of a business message?
 - *Essential Question #2:* What is the purpose of e-mails, and how should they be organized?
 - *Essential Question #3:* What is the purpose of a memo, and how is it formatted?
- **Big Idea #3:** I can choose the appropriate medium to meet my purpose for sharing business messages.
 - *Essential Question #1:* What situations require formal communication in the workplace?
 - *Essential Question #2:* What are the format conventions of a business letter?
 - *Essential Question #3:* What must business letter writers say to communicate effectively?

- **END OF COURSE EXAM**

Course Materials:

- Google Chromebook
- Paper, pen and pencil
- 2-pocket folder for storing notes and assignments

Textbook:

Evergreen: A Guide to Writing with Readings, 8th edition, Houghton Mifflin, 2007.

Supplemental Textbook(s):

Collections-12, Houghton Mifflin, 2015; *Reading the World. Contemporary*

Literature from Around the Globe, Perfection Learning Co., 2003.

Additional supplemental readings may be assigned.

Electronic Resources:

- *Collections-12*, Houghton Mifflin, 2015, digital textbook.

Course Expectations:

Students will complete all assignments on time and with maximum effort; assignments will include informal responses, chapter exercises, and grammar and vocabulary work, as well as written drafts and projects. Quizzes and tests will also be incorporated, including Unit assessments and an end of course exam. All work is to be submitted on time for full credit to be earned. Students have a window of

time to submit late work, for partial credit, as per board policy. At the conclusion of the extension period, late work will no longer be accepted.

Grading:

Unit Exams	50%
Assessments (Including: Quizzes, Essays, Labs, and Projects)	30%
Class work/Homework	20%

- Each nine week's grade comprises 40% of a student's final grade.
- The End of Course Exam comprises 20% of a student's final grade.

Grading Scale:

The grading scale for Chillicothe High School can be found in the student handbook or online at

<http://www.chillicothe.k12.oh.us/1/Content2/studenthandbook>.

Late Work: Late work will be subject to the Board-adopted policy on assignments that are submitted late (to be reviewed in class).

- Regardless of the absence type (excused or unexcused), students will be expected to make up work and be held accountable for learning all material they missed.
- Any student who is absent from school (excused or unexcused) will have one (1) additional day for every day they missed, to make up his/her work for full credit (100%).
- Any student who exceeds the allotted time to turn in an assignment for full credit may still turn in late work for partial credit.
 - Any student who turns in work up to 1 week late must at least be given the opportunity to earn 75% on that assignment.
 - Any student who turns in work between 1 and 2 weeks late must at least be given the opportunity to earn 60% on that assignment.
- The end of the 9 weeks is the cut off point for teachers to accept late work from students for full or partial credit, unless the teacher decides to give the student an incomplete for the 9 weeks due to extenuating circumstances.

Performance-Based Section:

Writing Assignments/Exams/Presentations/Technology

One or more of the End of Unit Exams may be Performance-Based. According to the Ohio Department of Education, "Performance-Based Assessments (PBA)

provide authentic ways for students to demonstrate and apply their understanding of the content and skills within the standards. The performance-based assessments will provide formative and summative information to inform instructional decision-making and help students move forward on their trajectory of learning.” Some examples of Performance-Based Assessments include but are not limited to portfolios, experiments, group projects, demonstrations, essays, and presentations.

**CHS Language Arts IV-Effective Writing and Communication Course
Syllabus**

After you have reviewed the preceding packet of information with your parent(s) or guardian(s), please sign this sheet and return it to me so that I can verify you understand what I expect out of each and every one of my students.

Student Name (please print):

Student Signature:

Date:

Parent/Guardian Name (please print):

Parent/Guardian Signature:

Date:
