

Writing Workshop – Spring Semester 2019 – Overview, Goals, Syllabus

Dear Parents and Students:

The spring semester of the Writing Workshop Class will continue to build on work from the Fall Semester 2018 with one significant adjustment. In the fall, the class focused on long form essays. This spring, we will focus on shorter writing assignments such as summaries, short answer based on assigned reading, journal entries, and briefings based on news articles and/or informative videos. The idea is to have writing assignments which can be completed in class so that students can feedback more frequently.

Goals: The Writing Workshop Class is designed to help students take themselves seriously as writers and to build confidence in the writing process. This type of writing class based on the idea that students learn to write best when they can write about a topic of their choosing for an extended period. On the next page, please find a table summarizing the skills and behaviors on which the class will focus.

Area of Writing	Focus on:
Content	Details, 5 senses, emotions, beginning, climax, ending
Mechanics	Capitals, punctuation, spaces, format
Vocabulary and spelling	Wow words, varied vocab, sounding out words, spelling check, dictionary
Behavior	Getting started, when I think I'm done, reading your writing, when to draw, talking, trying your best
Process	Brainstorming ideas, writer's notebook, revising classmates' work, editing, final draft requirements, writing for the reader

Homework: There will be regularly scheduled homework, including assignments such as: answering questions based on reading discussed in class, brainstorming/outlining ideas for a journal entry, finding news articles or informative videos of (the student's) choice on which to write an informative briefing.

Class Supplies: Students will need one spiral notebook, several regular pencils, and a couple of red pencils. They will still use their green folders from the previous semester as well.

Syllabus: Writing Workshop Spring Semester 2019

***Subject to change based on ICC schedule and class' needs**

January – Classes on 01/05, 01/12, 01/19, 01/26

Classes in January will focus on **summaries**. Readings will be sourced through public domain literature and provided to the students in class. A digital copy of the readings will be available upon request. Students will learn what makes a good summary and, most importantly, how to write a good summary using their own words.

February – Classes on 02/02, 02/16, 02/23

Classes in February will focus on **journaling**. The class did couple of assignments like this in the fall, but this will be more streamlined, with prep work done at home and writing done in class so students can trade notebooks and get feedback from peers. Students will review brainstorming and outlining techniques and the feedback process will reinforce proper draft progression and “writing for the reader” comprehension.

March – Classes on 03/02, 03/16, 03/23, 03/30

Classes in March will focus on **briefings**. Students will be asked to find a news article or informative video about a topic of interest and then present a brief written report based on the information. Writing briefings will reinforce what was learned about summaries as well as the freer form writing of journal entries. It will also provide students the opportunities to judge sources of information and help them learn to properly cite sources – an essential skill for higher level writing.

April and May – Classes on 04/06, 04/13, 04/27, 05/04

Classes in April and May will focus on **short answers** based on assigned reading. Readings will be sourced through public domain literature and provided to the students in class. A digital copy of the readings will be available upon request. Learning how to tackle short answers will incorporate aspects from all previous units (summaries, journaling, and briefings). Short answer questions are very common in education all the way through college and frequently a part of standardized testing.