California State University, Northridge
Summer Academic Enrichment Program

Writing & Reading for High School

Course Overview:

Philosophy: *"The skill of writing is to create a context in which other people can think."*
Edwin Schlossberg

The student will explore insights into the ways authors use diction, imagery, symbolism and allusion, as well as character and plot development. The student will practice reading analytically and writing coherent responses to what s/he reads culminating in the creation of a personal writer's portfolio. Reading comprehension and vocabulary development will be taught, as well as grammar, rhetoric, paragraph development, thesis formation, and the writing process including proofreading and editing.

Course Description:

- The student will analytically read various genres of writing, discerning stylistic approaches and differences in order to develop and sharpen her/his own writing skills.
- The student will record insightful, coherent responses to literature in a writer's journal, carefully noting: the author's point of view; historical and stylistic influences; rhetorical devices employed; and intricate and subtle grammar and mechanics utilized by the author to create the overall tone and effect.
- The student will be instructed in how to skillfully revise and edit her/his own writing and the writing of her/his classmates.
- The student will be required to purchase and read a novel chosen from a list provided by the teacher.

Course Goals and Objectives:

1. **Goal**: To read with increased comprehension and understanding.
   Objective: Learn to identify: theme, plot, characterization, symbolism, setting, conflict, and other literary devices.
2. **Goal:** To learn to analyze a piece of informational text (policy statements, speeches, debates, platforms).
   Objective: Analyze the features and devices of different types of public documents.
   Objective: Clearly identify an author's assumptions, beliefs and any logical fallacies utilized.

3. **Goal:** To increase the student's vocabulary knowledge and usage.
   Objective: Create an inventory of unfamiliar words drawn from readings by defining each word and using the word in an original sentence.
4. **Goal**: To learn and apply the four steps of the writing process.
   Objective: The student will practice: 1) pre-writing; 2) writing; 3) revision; and, 4) publishing.
5. **Goal:** To construct a well-written paragraph.
   Objective: Select and narrow a topic.
   Objective: Determine the main idea in a paragraph.
   Objective: Learn how to write a strong thesis statement.
   Objective: Develop a paragraph using facts, reason, and examples.
   Objective: Include an understanding of: time order, space order, order of importance, and climactic order in a paragraph.
6. **Goal:** To demonstrate various styles of writing.
   Objective: Respond to writing prompts from the teacher in a daily journal.
   Objective: Write compositions using rhetorical strategies (e.g., narration, description, exposition, persuasion).
7. **Goal:** To learn how to develop the student's writing style and skills.
   Objective: Identify her/his own purpose and audience as a writer.
8. **Goal:** To skillfully use grammar and mechanics to enhance the student's writing.
   Objective: Identify and correctly use the parts of speech in a sentence.
   Objective: Construct a concise sentence and frame a compelling argument using grammatical and mechanical strategies.

Course Materials:

Photocopies of selected readings from Black Voices: An Anthology of African-American Literature, edited by Abraham Chapman.

A World of Ideas: Essential Readings for College Writers, 4th Edition edited by Lee Jacobs. This text will be available for in class usage.

Students will need:

1. A composition book for journal writings.
2. Loose-leaf, college-rule, white, lined notebook paper.
3. An assortment of pens, (blue, black, red, green), highlighter.
4. A book chosen from a list provided by the instructor.
5. A dictionary and thesaurus.

Grading:
Each student will have homework each night, including reading, writing, or both.

The student will type all essays following the MLA format (one-inch margins; double-spaced; last name and page number in upper right hand corner), font size: 12, Times New Roman.

Students will be graded on class participation and will be expected to complete all assignments.

Students will complete Bell Work every class and have quizzes on the Bell Work at the end of each unit.

Classroom Behavior:
The teacher expects the student to actively participate, and respectful verbal and non-verbal interaction with all opinions must be shown at all times. Analyzing different authors' writing entails interacting with different methods and styles—some which the student will prefer and some which the student will not prefer; respectful, intelligent commentary will be required at all times: if a student makes a claim, the student will be asked to logically and respectfully support the claim with corroborating evidence. We will also be looking at ways to improve student writing (including identifying the weaknesses of students' premises and the offering of opposing viewpoints) through constructive, respectful feedback. Because differing views will be expressed, the teacher and the student(s) will mutually maintain a safe environment for courteous dialogue.

SAEP Electronics Policy:

Cell phones, music players and headphones are not permitted to be used during class hours.

a. Please put your cell phone on silent (NOT vibrate).
b. No texting is allowed during class.

You will be given one verbal warning if the above is not followed. Should a second warning be necessary, your cell phone, music player and/or headphones will be confiscated and held by the teacher until after class. If a third time occurs, your cell phone, music player and/or headphones will be confiscated and held in the SAEP office, room ED1125, and MUST BE PICKED UP BY A PARENT.

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After reading through the syllabus, please sign and date and have your student return it to class. The signature constitutes your commitment to the class as we partner to make the next five weeks a life-long, educational experience for your student.

Student/ Parent Agreement:

Please bring this signed and dated **Writing & Reading – High School** syllabus agreement to class tomorrow.

If you do not understand any portion of this syllabus, or if you have any questions regarding this class, please do not hesitate to email the teacher.

We have read and understand the contents of this syllabus.

Student name _____

Student signature_____

Date_____

Parent/Guardian name _____

Parent/Guardian signature_____

Date_____

Phone _____

E-mail_____
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