

## **Sample** English Writing 3-4 Fall 2024 Syllabus

**NB:** May be subject to **major** modifications based on student initial levels and progress, since we are a group of new students to my writing course series.

**Teacher:** Ally Zhang

**Students:** 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders who need to strengthen foundational writing skills

**Age Range:** 8-10

**Materials:** In-class materials will be provided by teacher; parents are responsible for their own child's student research (such as e-books from online library, physically books, etc.)

**Place:** CHS Rm E113; Google Classroom for student homework submissions and teacher grading.

### **Course Description and Objectives:**

By the end of the semester, students will be able to:

1. Effectively use brainstorming strategies (mind mapping, listing, free writing) to generate rich and relevant ideas.
2. Categorize information and create outlines to organize the content generated by brainstorming, reading, and data collecting.
3. Continue to strengthen author identity, audience awareness, and genre awareness.
4. Successfully complete writings in the argumentative, persuasive, informative, and narrative genres.
5. Use research to support their own opinions and appeals, expand their own and their audience's knowledge, and enrich their fictional stories.
6. Interact with teacher and peers both socially and academically in speech and in writing in academically and linguistically appropriate ways.

**Syllabus:** (Abbreviation: HW-homework)

**Aug. 11:** First day of school. Basic info self intro. **Very brief parent-teacher meeting:** Fill out forms. **In-depth free writing:** If I were a character in a computer game [wh's]. HW: Share and respond: Post on Class Blog

**Aug. 18:** Argumentative writing: Are computer games good or bad for kids? Why or why not? In-class brainstorming: position picking, mind-mapping and develop your reasons, find and save evidence, support/refute with evidence/research. Working on logic: Reverse outline based on reading. HW: write an outline of your argumentative and submit to Google Classroom.

**Aug. 25:** Use researched facts (numbers and examples) to support and refute. Quoting and paraphrasing. In-text citation. Categorize, organize, and present in paragraphs. HW: Finish first draft and submit to Google Classroom.

### Sep. 1: Labor Day, no school

**Sep. 8:** Polish it up: Revising and Editing. Inter and intra paragraph and sentence logic. Academic language. HW: Finish final draft and submit to Google Classroom.

**Sep. 15:** In-class **debate** based on your research and essay. Debate etiquette, turn-taking, academic speech language. **[More parent volunteers needed]**. HW: Post your essay on Class Blog.

**Sep. 22:** Persuasive: Convince your parents to get you a most cutting-edge computer game. (Pretend: Game features; parent position + reasons for not buying). List and develop your reasons (the game itself, you the kid, your family, research data, etc.). HW: Make an outline of your persuasive letter and submit to Google Classroom.

**Sep. 29:** Review: Modes of persuasion: Appeal to your audiences effectively. Base part of your persuasion on research and other parts on reasoning and first-hand experience. HW: Write up your persuasive letter and submit to Google Classroom.

**Oct. 6:** In-class **simulation**: (1) Team up to negotiate with “parent representatives” and persuade them in respectful but convincing ways! (2) Pretend you are parents, make rules for responsible computer-game playing. **[More parent volunteers needed]**. HW: Post your own persuasive letter to our Class Blog. Teacher will post the rules that we made together, too.

### Oct. 13: Fall Break, no school.

**Oct. 20:** Informative (science): “This is Planet \_\_\_\_”. Choose one planet from the solar system to research and write on. Ask research questions. List facts from sources and list sources. HW: write a 1–2-page science report on your findings and submit on Google Classroom.

**Oct. 27:** Revise and edit. Cite sources in MLA style. Further research: What do humans need to survive? Come up with specific research questions. Speculation: If you were to live on your chosen planet long term, what would you need? HW: write a 1–2-page extended report on your further research and speculation; submit to Google Classroom.

**Nov. 3:** Revise and edit. Cite sources in MLA style. **Top Secret:** Informed speculation based on analysis and synthesis of your previous research—What would it take to transform your chosen planet for it to be inhabitable for humans? HW: write a 1-2-page summary of your analysis and synthesis; submit to Google Classroom (Hold on to your Top Secret! We'll use it a little later).

**Nov. 10:** Narrative in Science-fiction: Time Traveled to 5022! How do you imagine life would be like 3,000 years from now? How would the Earth/the world look like? Would humans evolve into having different physical traits? Free write and describe as vividly as you can! HW: finish and submit your narrative to Google Classroom (Hold on to this! We'll use it a little later).

**Nov. 17:** Science-Fiction based on your previous research, informed speculation, and previous narrative: "The Year 5022: Time Traveler on (Your previously chosen planet)". Review and upgrade: Story structure and elements. Synthesize, categorize, and reorganize science facts and narratives. HW: Write up the first draft of your science-fiction and submit to Google Classroom.

**Nov. 24:** Presentational skills: Polish up your story and prepare for "Writers Fair". Showcase your work: (1) Write a blurb; (2) Find graphics for your poster/PPT; (3) assemble everything together. HW: Post your polished story on our Class Blog; make your poster/PPT for show & tell.

**Nov. 27 – Dec. 1:** Thanksgiving. No school.

**Dec. 8:** CHS facility unavailable. No school.

**Dec. 15:** Last day of school. **Writers Fair.** You will be given pledge sheets to record who would like to "buy" your story; you will also give pledge by signing your name on other people's pledge sheet. Prize will be given! **[More parent volunteers needed].**

**Dec. 22:** Winter Break starts

**\* Attendance is important: (1) it holds students accountable for their own learning, and (2) it is directly linked to learning outcome. In-class activities cannot be recreated after class no matter how well teacher recaps in email or how much parents work with students.**

**\* Students MUST complete and bring writing to next class AND save all writing homework for later use.**