

# Middle School Writing

CHASE 2010-2011

Instructor: Rachel Mohler

**This course focuses on keyword outlining, rewriting a story or fable, building a report from multiple sources, and forming a piece of creative writing.** We will be using The Institute for Excellence in Writing's *Student Writing Intensive B* course. Throughout the program, the student will learn to implement the stylistic devices which will help their writing become more interesting and readable. Most weeks will also include assignments from the book *GUMdrops*, which teaches and reviews grammar, usage, and mechanics using classic literature. These assignments will be in the form of worksheets that I hand out each week in class. Once the students have mastered the concept of key word outlining, each week I will be assigning several students to present a short speech using a key word outline. More details and a schedule will be provided in October. Weekly journal assignments need to be one page handwritten or ½ page typed (following the typing guidelines listed below).

**Class Time:** Class time will comprise lecture, practice, and presentation. DVD lessons will occasionally be used.

**Weekly Schedule:** This class requires several hours of homework each week that will be supervised by the parent. It is highly recommended that the assignments be spread out over 3-4 days for maximum effectiveness. A detailed homework sheet will be given each week in class. The assignments need to be checked off as they are completed with a final signature from the parent once all work has been finished and is ready to be turned in.

## Your commitment to this class includes:

- 1) **A good attitude.** I expect you to come to class ready to learn, willing to try your best, and eager to encourage others.
- 2) **Coming to class prepared.** Homework must be completed on time. First thing every Monday morning you need to hand in your completed work to my mailbox. This allows me to look over your work before our class (3<sup>rd</sup> period).
- 3) **A daily commitment to completing assignments.** This is an extensive writing class that will require 45-60 minutes of time each day to work on your assignments. The assignments may not be done all in one day!

**All typed work must be typed by the student!** Input is encouraged and expected during the editing phases. However, the student is expected to make the recommended improvements and print out a neat final copy to be handed in, along with the revised drafts. Typed drafts must be printed out with corrections handwritten on them. This is a critical step in the practical application of grammar skills. The student may use scrap paper for these drafts. If you are not a strong typist and cannot type your own work, you will need to discuss your situation with me.

## GRADING

Weekly writing assignments:	60%	<i>Late work = 0 (unless prior arrangements have been made)</i>
MUG assignments:	20%	<i>Incomplete work returned to me within a week = ½ credit</i>
Journal & Oral Presentations:	10%	<i>Incomplete work returned to me after a week = 0</i>
Class Participation:	10%	<i>No parent signature is considered incomplete.</i>

## Please come prepared to class with:

1. Your writing notebook (you will receive this the first day of class).
2. Completed homework (to be handed in when you arrive at CHASE)
3. A willingness to discuss topics, encourage others, and share your work with the class.

Peter Cottontail  
MS Writing  
9/14/09  
Assignment Title

All final copies must be typed, double-spaced, font size 12, one inch margins, and Times New Roman font with the following headers at the top. In place of Peter Cottontail, you should type your first and last name. MS Writing should always come next. Thirdly, type in the date the assignment is due. Finally, type the name of the assignment. These four lines should always be right adjusted at the top of the page and single-spaced.

Each new paragraph should be indented. If you have any questions about an assignment you can always email me at rachelmohler @ comcast.net.

**MS Writing 2010-2011**  
**Weekly Class Schedule and Homework**

**September 13**

- Monday: Lesson 1: Key Word Outlines, Summarizing from Notes, using who/which  
Tuesday: Write a paragraph from the "Sea Wasps" outline created in the lesson.  
Wednesday: Edit the paragraph using the composition checklist. Have a parent check your paragraph.  
Thursday: Type the corrected paragraph and hand it in Monday morning.  
Friday: Create a key-word outline from the "Introducing Cephalopods" paragraph.

**September 20**

- Monday: Write a paragraph from the outline. Edit the paragraph using the composition checklist.  
Tuesday: Have a parent check Monday's paragraph. Type the corrected paragraph and hand it in Monday morning.  
Wednesday: Create a key-word outline from the "Cephalopod Abilities" paragraph.  
GUM: pages 1-2, Complete Sentences  
Thursday: Write a paragraph from the outline. Edit the paragraph using the composition checklist.  
Have a parent check the paragraph.  
Friday: Type the corrected paragraph and hand it in Monday morning.  
GUM: pages 3-4, Sentence Types

**September 27**

- Monday: Lesson 2 - Key Word Outlines, Summarizing from Notes, -ly words, GUM review p. 5  
Tuesday: Write a paragraph from the "Farmer & Sons" outline created in the lesson.  
Wednesday: Edit the paragraph using the composition checklist.  
GUM: pages 6-7 Nouns  
Thursday: Have a parent check your paragraph.  
GUM: pages 8-9 Capitalization  
Friday: Type the corrected paragraph and hand it in Monday morning.  
JOURNAL: What does a new student need to know about CHASE?

**October 4**

- Monday: Create a key-word outline from the "The Donkey & His Driver" paragraph. GUM review p. 10  
Tuesday: Write a paragraph from the outline.  
Wednesday: Edit the paragraph using the composition checklist. Have a parent check the paragraph.  
GUM: pages 11-12 Plural Nouns  
Thursday: Type the corrected paragraph and hand it in Monday morning.  
Friday: GUM: pages 13-14 Verbs  
JOURNAL: Have you ever broken or lost something that belonged to someone else? Tell me what happened. (If you haven't, then pretend you did! Or, did someone break or lose one of your things?)

**October 11**

- Monday: Complete Lesson 3 – Style: Who/Which; strong verbs, Banned Words, Because Clause, GUM review p. 15  
Tuesday: Rewrite the "Farmer and Sons" paragraph using the new checklist.  
Wednesday: Edit the paragraph carefully using the checklist.  
GUM: pages 16-17 Verb Tenses  
Thursday: Have a parent check the paragraph. Type the corrected paragraph and hand it in Monday morning.  
Friday: Create a key-word outline from the "Alice Sees the White Rabbit" paragraph  
GUM: pages 18-19 Irregular Verbs  
JOURNAL: Tell me about your first friend, or your earliest memory of a friend.

**October 18**

- Monday: Write a paragraph from the outline. Edit the paragraph using the composition checklist. GUM review, p. 20  
Tuesday: Have a parent check Monday's paragraph. Type the corrected paragraph and hand it in Monday morning.  
Wednesday: Create a key-word outline from the "Dorothy and the Cyclone" paragraph.  
GUM: pages 21-22 Subject/Verb Agreement  
Thursday: Write a paragraph from the outline. Edit the paragraph using the composition checklist.  
Have a parent check the paragraph.  
Friday: Type the corrected paragraph and hand it in Monday morning.  
GUM: pages 23-24 Verbals  
JOURNAL: Explain to me what is your idea of a FUN weekend.

**October 25**

- Monday: Complete Lesson 4 – Choosing a Title, Finishing Guidelines, GUM review page 25  
(Create titles for all paragraphs completed thus far.)
- Tuesday: Create a key-word outline from the “Gordian Knot” paragraph.  
GUM: pages 26-27 Pronouns
- Wednesday: Write a paragraph from the outline. Edit the paragraph using the composition checklist.  
Have a parent check the paragraph.
- Thursday: Type the corrected paragraph and hand it in Monday morning.  
GUM: pages 28-29 Pronoun/Antecedent Agreement
- Friday: JOURNAL: What is something you have done that no one else in our class has probably done?

**November 1**

- Monday: Create a key-word outline from the “Carthage” paragraph. GUM Review page 30
- Tuesday: Write a paragraph from the outline.  
GUM: pages 31-32 Apostrophes
- Wednesday: Edit the paragraph using the composition checklist. Have a parent check the paragraph.  
GUM: pages 33-34 Commas
- Thursday: Type the corrected paragraph and hand it in Monday morning.
- Friday: JOURNAL: Tell me about an activity, club, or team that you are involved in. (who, what, where, when, etc.)

**November 8**

- Monday: Complete Lesson 6. Create a key-word outline from the “Blood Transfusions” paragraph.  
Brainstorm possible dress-ups. GUM Review page 35
- Tuesday: Write a paragraph from the outline.
- Wednesday: Edit the paragraph using the composition checklist. Have a parent check the paragraph.  
GUM: pages 36-37 Commas
- Thursday: Type the corrected paragraph and hand it in Monday morning.  
GUM: pages 38-39 Semi-Colons
- Friday: JOURNAL: What will you be doing 4 years from now?

**November 15**

- Monday: Create a key-word outline from the “Antiseptic” paragraph. GUM Review page 40
- Tuesday: Write a paragraph from the outline.
- Wednesday: Edit the paragraph using the composition checklist. Have a parent check the paragraph.  
GUM: pages 41-42 Quotes
- Thursday: Type the corrected paragraph and hand it in Monday morning.  
GUM: pages 33-34 Editing
- Friday: JOURNAL: What is the worst food/meal you ever ate? What made it so terrible?

**November 22**

- Monday: Complete Lesson 7, GUM Midterm Quiz
- Tuesday: Decide if you want to change the characters and setting. Adjust the outline as necessary.  
Begin writing the story. Finish the first paragraph.
- Wednesday: Write the second paragraph.  
Write the third paragraph.

Happy Thanksgiving!

**November 29**

- Monday: Read through the story and begin to edit using the Composition Checklist.  
Remember that everything needs to be in EACH paragraph.
- Tuesday: Continue editing.
- Wednesday: Have a parent check the story.
- Thursday: Begin to type the corrected story neatly.
- Friday: Finish typing the corrected story and hand it in on Monday.  
JOURNAL: Tell me about a time that you couldn't stop laughing.

## **December 6**

- Monday: Complete Lesson 8 (Create a Story Sequence outline of an Aesop Fable.)  
Tuesday: Decide if you want to change the characters and setting. Adjust the outline as necessary.  
Wednesday: Begin writing the story. Finish the first paragraph.  
Thursday: Write the second paragraph.  
Friday: Write the third paragraph.  
JOURNAL: Describe a favorite toy, stuffed animal, or game from your childhood.

## **December 13**

- Monday: (8 continued) Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.  
Tuesday: Continue editing.  
Wednesday: Have a parent check the story.  
Thursday: Begin to type the corrected story neatly.  
Friday: Finish typing the corrected story and hand it in on January 10.  
JOURNAL: Describe the best Christmas you ever had.

# **CHRISTMAS BREAK**

## **January 10**

- Monday: Complete Lesson 9 (Review story sequence and create a story sequence outline of "The Serpent and the Eagle".)  
Tuesday: Decide if you want to change the characters and setting. Adjust the outline as necessary.  
Wednesday: Begin writing the story. Finish the first paragraph.  
Thursday: Write the second paragraph.  
Friday: Write the third paragraph.  
JOURNAL: Describe one of your relatives.

## **January 17**

- Monday: Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph.  
Tuesday: Continue editing.  
GUM: pages 46-47 Adjectives  
Wednesday: Have a parent check the story.  
Thursday: Begin to type the corrected story.  
GUM: pages 48-49  
Friday: Finish typing the corrected story and hand it in on Monday.  
JOURNAL: Tell me about your best vacation.

## **January 24**

- Monday: Complete Lesson 10 (Review story sequence and have students create a story sequence outline of the story of their choice.) GUM page 50  
Tuesday: Decide if you want to change the characters and setting. Adjust the outline as necessary.  
GUM: pages 51-52 Adverbs  
Wednesday: Begin writing the story. Finish the first paragraph.  
Thursday: Write the second paragraph.  
GUM: pages 53-54  
Friday: Write the third paragraph.  
JOURNAL: What is your favorite room or spot in your house? Describe it.

## **January 31**

- Monday: Read through the story and begin to edit using the Composition Checklist. Remember that everything needs to be in EACH paragraph. GUM page 55  
Tuesday: Continue editing.  
GUM: pages 56-57 Prepositions  
Wednesday: Have a parent check the story.  
GUM: pages 58-59  
Thursday: Begin to type the corrected story neatly.  
Friday: Finish typing the corrected story and hand it in on Monday.  
JOURNAL: Describe your family.

## **February 7**

- Monday: Complete Lesson 11 (One paragraph on the history of whales was outlined in the lesson.) GUM page 60
- Tuesday: Write a paragraph on the history of whales using the outline created in the lesson.
- Wednesday: Edit the paragraph using one column of the Composition Checklist.  
GUM: pages 61-62 Direct and Indirect Objects
- Thursday: Have your parent check the paragraph.  
GUM: pages 63-64
- Friday: Type the corrected paragraph. Keep the finished copy until all the whale paragraphs are completed and hand them in together.  
JOURNAL: What is your favorite animal? Why? What do you know about it?

## **February 14**

- Monday: Create 2 key-word outlines on two more topics about whales. GUM page 65
- Tuesday: Write two paragraphs based on the outlines.
- Wednesday: Edit the paragraphs using the other columns of the Composition Checklist.  
GUM: pages 66-67 Confusing Words
- Thursday: Have your parent check the paragraphs.  
GUM: pages 68-69
- Friday: Type the corrected paragraphs and hand them in.  
JOURNAL: Are pets good for people? Why or why not?

**\*\*\*For Class next week: Bring at least 3 books about one subject**

## **February 21**

- Monday: Complete Lesson 12 , GUM page 70
- Tuesday: If you have not already done so, go to the library and find some books about a single subject. Scan the books for topics. Choose 2–3.
- Wednesday: Create a key-word outline on one topic.
- Thursday: Write a paragraph on one topic about your subject using the outline created. Edit it carefully using one column of the checklist. Have your parent check the paragraph.
- Friday: Type the corrected paragraph. Keep the finished copy until all the paragraphs are completed and hand them in together.

**\*\*\*Bring your 3 books to class on Monday.**

## **February 28**

- Monday: (12 continued) Create 2 key-word outlines on another 2 topics about your subject.
- Tuesday: Write two paragraphs based on the outlines.
- Wednesday: Edit the paragraphs using the other columns of the Composition Checklist.
- Thursday: Have your parent check the paragraphs.
- Friday: Type the corrected paragraphs and hand them all in on Monday.

**March 7 - Review Week – Homework to be announced.**  
GUM pages 71-74 Modifiers

## **March 14**

- Monday: Complete Lesson 13 (Paragraphs from Lessons 1–3 will be rewritten with all the new style.) GUM page 75
- Tuesday: Rewrite a paragraph from Lessons 1–3 using the style learned thus far.
- Wednesday: Edit the paragraph carefully using one column of the Composition Checklist.  
Have your parent check the paragraph.  
GUM: pages 76-77 Labeling Sentences
- Thursday: Type the corrected paragraph and set it aside until all three are completed.
- Friday: Rewrite a paragraph from Lessons 1–3 using the style learned thus far.  
GUM: pages 78-79  
JOURNAL: What class, activity, sport, or club should CHASE add next year? Describe what, why, and how.

**March 21**

Monday: Edit the paragraph carefully using one column of the Composition Checklist. GUM page 80

Tuesday: Have your parent check the paragraph.  
Type the corrected paragraph and set aside.

Wednesday: Rewrite a paragraph from Lessons 1–3 using the style learned thus far.  
GUM: pages 81-82 Diagramming Sentences

Thursday: Edit the paragraph carefully using one column of the Composition Checklist.  
Have your parent check the paragraph.  
GUM: pages 83-84

Friday: Type the corrected paragraph and hand in all three paragraphs on Monday.  
JOURNAL: Tell me about the best field trip you ever went on or would like to go to.

**March 28**

Monday: Complete Lesson 14 (Create a brain inventory.) GUM page 85

Tuesday: Create a key-word outline based on one topic from your brain inventory.  
GUM: pages 86-87 Sentence Combining

Wednesday: Write a paragraph from the outline.

Thursday: Edit the paragraph using one column of the Composition Checklist.  
Have your parent check the paragraph.  
GUM: pages 88-89

Friday: Type the corrected paragraph and set aside.  
JOURNAL: Describe a typical evening at your home.

**April 4**

Monday: Create two key-word outlines based on two topics from your brain inventory. GUM Final Exam p90

Tuesday: Write the first paragraph from the outline.

Wednesday: Write the second paragraph from the outline.

Thursday: Edit the paragraphs using the next two columns of the Composition Checklist.  
Have your parent check the paragraphs.

Friday: Type the corrected paragraphs and hand them all in together on Monday.  
JOURNAL: Tell me about your favorite book or series.

**April 11**

Monday: Complete Lesson 15.

Tuesday: Create a key-word outline based on another topic from your brain inventory.

Wednesday: Write a paragraph from the outline.

Thursday: Edit the paragraph using the first column of the Composition Checklist.  
Have your parent check the paragraph.

Friday: Write up the corrected paragraph and set aside.  
JOURNAL: What was your favorite class or activity at CHASE this year?

**April 18**

Monday: Create two key-word outlines based on two topics from your brain inventory.

Tuesday: Write the first paragraph from the outline.

Wednesday: Write the second paragraph from the outline.

Thursday: Edit the paragraphs using the remaining columns of the Composition Checklist.  
Have your parent check the paragraphs.

Friday: Type up the corrected paragraphs and hand all 3 in together.

**April 25** - Review and compile Writing Portfolios.