

## Writing for 7th Grade

*“It’s none of their business that you have to learn to write. Let them think you were born that way.”*

*– Ernest Hemingway*

### Course Overview:

The student will participate in a program of writing activities designed to develop the six writing traits, in order to improve the students' writing. Several writing genres will be practiced in a variety of assignments. Basic grammatical skills, proofreading, language development, editing, and the writing process are addressed and reinforced.

### Course Description:

Class time will be spent on developing “voice” in writing, improving word choice and sentence fluency, grammar, punctuation, vocabulary, and paragraph development. As the student gains mastery of these skills, s/he will develop and support thesis statements, and write in numerous genres: narrative, argumentative and poetry. The student will also develop her or his own revision and editing skills.

### Course Goals and Objectives

#### Correlates with the California Language Arts Standards

- 1. Goal:** To develop each student’s voice in each specific genre.  
**Objective:** Learn how word choice affects the author’s tone.  
**Objective:** Write using imagery to create vivid word pictures.  
**Objective:** Vary sentence types to create fluency in writing.
- 2. Goal:** “Give me six hours to chop down a tree and I will spend the first four sharpening the axe.”~Abraham Lincoln  
**Objective:** Learn how to generate ideas through a variety of learning strategies.  
**Objective:** Be able to identify different literary techniques used by other writers.  
**Objective:** Learn to “show not tell” in the student’s own writing.
- 3. Goal:** To learn the components of narrative.  
**Objective:** Read a passage from an author and identify its setting, main characters, plot and theme.  
**Objective:** Understand the elements of plot.  
**Objective:** Be able to analyze and identify theme-using examples from the text.  
**Objective:** Compare and contrast characters from different literary texts.

4. **Goal:** To understand academic and content-area vocabulary.  
**Objective:** Build an academic vocabulary in order to elaborate on ideas.  
**Objective:** Learn how to use context in order to determine the definitions of unknown words.
5. **Goal:** To learn organizational structures in the paragraphs of various genres.  
**Objective:** Learn to write a well-written topic sentence.  
**Objective:** Be able to support arguments with evidence.  
**Objective:** Be able to use transition words.  
**Objective:** Develop clarity and focus in expository and persuasive essays.
6. **Goal:** To be able to formulate and defend a position on an issue.  
**Objective:** To listen to others and build on their ideas.  
**Objective:** To ask for clarification when needed.  
**Objective:** To build counter arguments in order to strengthen arguments.
7. **Goal:** To learn how to revise and edit an essay.  
**Objective:** Become familiar with editing symbols and help proofread other student's essays.  
**Objective:** Understand the writing process which includes revision and editing.  
**Objective:** Gain ideas for writing by exchanging papers with fellow classmates.  
**Objective:** Consider the feedback given by fellow classmates and make corrections as needed to each paper.  
**Objective:** Understand the purpose of writing your first draft from the heart and subsequent drafts from your head.

**Course Materials:**

1. Textbook: *All Write* by Kemper, Sebranek, Meyer
2. Composition book for journal writing and notes
3. Loose-leaf notebook paper
4. Highlighters
5. Pens: a red pen, black or blue pens
6. Pencils: regular and colored pencils
7. Dictionary and Thesaurus

**Course Grading**

There will be no letter grades assigned in this course. In place of letter grades, a developmental level will be assigned based upon the stated course objectives throughout the program. Students will receive a final assessment of: beginning, emerging, developing, capable, experienced, or exceptional.

**MLA Format:**

If the student has access to a computer, s/he will be encouraged to type their major assignments using

1. One-inch margins.
2. Double-spaced.
3. Upper right hand corner: last name and page number.
4. Font: Times New Roman.
5. Font size: 12.

### **Classroom Behavior:**

The student is expected to demonstrate mature, polite behavior and extend courtesy to everyone at all times:

1. Actively participate, and respectful verbal and non-verbal interaction with all opinions must be shown at all times.
2. Since differing views will be expressed, the teacher and the student(s) will mutually maintain a safe environment for courteous dialogue.
3. Respect is to be shown for all CSUN property.
4. No food or beverages will be permitted in the classroom. Snacks must be eaten outside between the designated breaks.
5. Warnings for behavior / discipline problems will be given once. Any further problems will result in a phone call to the parent(s) or guardian(s) and possible dismissal from the program.

### **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 and **MUST BE PICKED UP BY A PARENT.**

# Writing for 7<sup>th</sup> Grade

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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 for 7<sup>th</sup> Grade** 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 \_\_\_\_\_