

Men of Letters Welcome Letter

Spring 2010
Dawn Willcox, Instructor

Dear Parents & Students,

Welcome back! I trust that the rest and relaxation of the break, renewed your sense of determination for second semester.

Our semester will be very full and busy. We will be finishing up Project Avail and will also continue with some creative pieces. However, the bulk of this semester will be writing a research paper. This is an intensive project and it will take dedication and perseverance. (The good news, is that there will be no final exam, as the research paper will serve as the “final” grade.)

It is my hope to see students determine to improve their communication skills through writing. It is ESSENTIAL to write well.

This marks my fifth year at CHFM. Every year, I learn more about what students need and about the importance of clear, expressive writing. My mantra has been, “Write so as to be understood.”

It is imperative that high school students express themselves in a coherent manner. Your student will be expected to work at a high school level according to his or her aptitude. (Only a few students will move up a level. Most students will remain on the level that they were assigned during the first semester.) The objective will be to prepare your student for the demands of college work or future employment.

Thank you for the opportunity to share my love of great literature and writing with excellence! Remember...*it is what we read and how we will write...* Welcome to **Men of Letters--again!**

Expectations & Information

1. **There will be homework assignments every week in Men of Letters.** High school students will be required to demonstrate a higher level of skill. Homework time is estimated at 45 minutes to 1.5 hours per school day. However, some students may need to work on their homework during the weekend. Often, students find it easier to spread homework out to encompass the weekend.
2. **Class begins PROMPTLY at 12:30.** Every student is expected to arrive in enough time to go through his or her folder, to file work, and to be ready to begin the day. We have an enormous amount of work to do in a very short period of time. Tardiness is not acceptable. In the past, I admonished my students to arrive ten minutes early.
3. Students will be REQUIRED to maintain excellent email communication with the instructor. As we only have 1.5 hours weekly, I use email as a teaching tool. Students are asked to check their email often. During the first few weeks of class, students are required to submit assignments online for instructor "previewing". THIS IS NOT OPTIONAL.
4. Students must have all class materials on the first day of class, unless otherwise indicated.
5. Grades will be given in a traditional manner: 100-90 = A, 89-80=B, and so on.
6. Half credit will be issued to any assignment that is not turned in at the proper time. Students have one week to earn partial credit. All work that is more than one week tardy will be issued a "zero". Students that have sporting or other activities need to plan accordingly so as to prevent "late work".
7. Students who do not turn in work two weeks in a row are not permitted into class unless accompanied by a parent. I will gladly meet with a student and his/her parent 15 minutes before class begins.
8. A progress report will be given at the six-week mark and also at the end of the semester.

Expectations & Information, continued

9. I welcome your suggestions and I am available to answer your questions. Kindly email me at Isaiah54.13@sbcglobal.net or call me at 620-259-7125. I ask that students do not call me the night before an assignment is due.
10. I do expect quality. I have high expectations. Your student is at the age, where he or she must demonstrate academic excellence.

Objectives

- 1) For students to acquire & understand and use the step in becoming a prudent reader
- 2) For students to understand the beginning of elements of literary critique
- 3) For each student to acquire and demonstrate the steps that lead to a well written, sensible paragraph, essay & other forms of writing
- 4) For each student to be introduced to different forms of literature
- 5) For students to learn and demonstrate the necessity of SUPPORTING ALL ANSWERS, with justifications and proper reasoning
- 6) For students to develop good habits: proper paper labeling, listening to instructions, following directions
- 7) For each student to demonstrate understanding of literary techniques/terms/elements
- 8) For students to justify answers during literary discussions
- 9) For students to strive for excellence in their work
- 10) For students to gain confidence in the level of literature that they choose to read

Supplies (*Kindly bring these the first day of class)

- 1) *BLACK, 1 ½ or 2 inch, three ring binder (The color is NOT negotiable.)
- 2) *Permanent black sharpie marker, fine point
- 3) *12 white, blank dividers for your binder (tabs should be clear or white and you should be able to write on them)
- 4) blank note cards
- 5) *pencils with good erasers
- 6) *red ball point pen
- 7) *green or purple ball point pen
- 8) *yellow highlighter
- 9) *good thesaurus and dictionary
- 10) *College-rule notebook paper
- 11) Two presentation folders (not needed the first day)
- 12) Must have a way to type assignments