**Multigenre Writing**

**Mrs. Pavao** 2015-2016

PavaoA@lincolnps.org (Please use e-mail to set up phone calls or meetings) **Room C-22**

**http://www.mrspavao.weebly.com** @MrsPavaoRules

***Course Description:***

During this semester course, we will study multigenre texts and read guides about writing with multiple genres. Also, you will read a variety of short fiction in order to learn how to analyze and emulate authors’ styles. You will learn how to craft your own voice as an author and allow your creativity to drive your work. Most importantly, we will write our own multigenre essays, using much of our class time as a writing workshop. I look forward to spending this semester with you and seeing where your own multigenre writing journeys take you.

***Required Materials:***

For this class, you will need a notebook, a planner, a flash drive OR a google account and a binder with plastic protective sheets (for your final project).

***Projected Class Timeline and Curriculum:***

**Readings:**

Chapter 1, 2 and 9 from Tom Romano's *Blending Genre, Altering Style* textbook

*The Lottery* by Shirley Jackson (focus: setting, irony, study of short story structure)

*Story of an Hour* by Kate Chopin (focus: character description and motivation, ironic and surprising ending)

*A Dill Pickle* by Katherine Mansfield (focus: In Medias Res, dialogue)

*I Used to Live Here Once* by Jean Rhys (focus: setting, "show not tell", sensory detail)

*The Red Convertible* by Louise Erdrich (focus: symbol, character motivation)

**Choice Book (students select ONE of the following multigenre novels to read and reflect upon):**

Todd Strasser's *Give a Boy a Gun*, Walter Dean Myers' *Monster*, Sonya Sones' *One of Those Hideous Books Where the Mother Dies*, Meg Cabot's *Boy Meets Girl*, Ellen Wittlinger's *Heart on My Sleeve,* Sharon Draper's *Tears of a Tiger*.

**Writing:**

**Daily Journaling (formative assessment)-** (focus: creative writing, exploring our voices)

**Genre Exposure and Writing of the Genres**

I am what I am; Erasure poem; Biography vs. essence piece; "Girl" mimic; Dialogue; Defining Moment; "Show Don't Tell"; Stream of Consciousness; Narrative Summary vs. Dramatic Scene; Diary entry; Recipe; Text/IM/E-mail; Different forms of poems-6 Room Poem, Sonnet, Cascade, Cinquain and Form poems, Found poem; Response Poem; Conversation Poem, "Show Don't Tell" poem; Repetition vs. Repetend, etc.

### *Each student MUST follow the class rules or ABCs:*

* **A**lways respect the teacher, the school, your peers and yourselves.
* **B**e prompt and prepared. This means, do your OWN work!
* **C**ommunication is for *participation*! At times during class, you will be permitted to use your cell phones or other electronic devices to access sites like Survey Monkey or Pollster.com, but do not take out your electronic devices unless instructed to do so!

### *Consequences for Violations of Rules*

* 1st Offense – verbal or written warning (\*exception is plagiarism- see below)
* 2nd Offense – detention or removal from class (depending on the infraction)
* 3rd Offense – options: detention/removal/notification of parents/guardians

***Expectations:***

Absences- When you are absent from class, it is **your** responsibility to get missed work from another student or LHS homework postings. Missed homework/class work must be handed in within two (2) days upon your return to class, or you will receive zeros on the assignments. I am available before and after school upon request. \***If you are absent due to a field trip, AP test, student council/spirit week duties, etc., you are responsible for finding out what we covered in class that day! Also, it is your responsibility to find out what the assignments are and turn them in on the day they are due.\***

***Homework Postings:*** *I post your homework daily on the LHS website. It can be found under “Homework & MMS Grades- Teacher Pages- Mrs. Pavao”.*

***Multigenre Writing Project- Assignment Breakdown***

**Part 1: Proposal** During the third or fourth week of class, turn in a proposal that contains three parts: a description of what you plan to write for your multigenre essay, your topic, purpose, and why you are choosing this focus. You should also start considering possibilities for the types of sources you plan to draw from. This is worth

**Part II: Write and Revise:** During the next several weeks you will work on the essay, experimenting with different genres, pulling together short pieces to form a cohesive essay, and then continuing to revise the complete draft until the essay feels complete to you and your readers.

**Part III: Finalize and Submit:** Once your project is completed, you will need to submit one copy of your essay to Richer Picture and turn in a hard copy to me in your binder. You should also consider printing a copy for yourself because I’d like you to leave your finished product in my classroom library until you graduate. You will include a **Dear Reader Letter** that tells me the story behind the writing of the essay (your beginning idea, how your focus evolved, how your writing evolved, what happened between the drafts, and how this changed your thoughts about writing and/or your topic). Lastly, you will present your essay (or parts of it) to the class.



***Other Major Writing Assignments***

***One-Pagers:*** For most major reading assignments, you’ll write a single-spaced one-page response. In the response, you are invited to do one or a combination of the following: reflect on the content of the reading, consider how the reading contributes to your understanding of multigenre writing, discuss how the reading contributes to your own multigenre writing project, make connections between the reading and former readings and/or class discussions, list questions that the reading raises for you in relation to multigenre writing, or your own writing. ***Be sure your response considers the use of various genres in the work.*** *You will be graded according to the Response to Text School-wide Rubric.*

***Creative Process Journal:*** As you explore your topic and your writing abilities, we will be writing daily in our creative process journals. This is similar to a diary in the sense that you are questioning, reflecting, and emoting throughout the process. You will be required to respond to daily creative prompts and you will also use this journal to reflect upon your experiences writing your piece. Your journal will be checked periodically and graded twice a quarter using the journal writing rubric.

***Grading Breakdown***

**1st Quarter Grading:**

**45% Extended Writing Assignments:** i.e. One-pager Reflections, Choice Book journals and reflections, etc.

**35% Short Writing Assignments/Homework**

**20% Creative Writing Journal:** You will be asked to write in your journal on a daily basis. These will be collected and scored at least twice a quarter.

**2nd Quarter Grading**:

**50% Multigenre Essay:** The multigenre essay will be assessed following the principles for assessment discussed in class. Generally, I will be looking at both content (depth of thought, exploration of topic, use of sources) and form (overall organization and cohesiveness, experimentation with genre, attention to voice and craft).

**30% Short Writing Assignments/Homework**

**20% Creative Writing Journal:** You will be asked to write in your journal on a daily basis. These will be collected and scored at least twice a quarter.

**Overall Grading** Quarter 1: 40% Quarter 2: 40% Final Exam: 20%

Mrs. Pavao’s **Multigenre Writing** Syllabus Sign-off Sheet 2015

***This syllabus serves as a contract between the teacher, student, and parent/guardian. Please fill out the required information below and return to Mrs. PAVAO.* (\*\*please keep the rest of the packet for your records).**

**By signing below, I acknowledge that my student and I have read and understand the policies and procedures detailed in this document.**

Student’s name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s name (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Phone Number (best number to reach you during *school hours*): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alternate phone number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s E-mail (please print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**May I contact you via e-mail? (check one)**

* Yes, I check my e-mail regularly!
* Yes, but I’d rather you call first.
* No, please call. Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Now, please SIGN UP FOR REMIND:***

This is a free service that allows me to send mass text messages to students and parents with information about upcoming assessments and projects. Expect 1-2 texts per week at most. It is a great way to stay in the loop!



**TEXT the number: 81010**

**With this message: @mgw2015**