



## Help Session on Microsoft Teams

Please refer to the Office's weekly emails for relevant help session information, closures, and changes.

Sunday	4-6 pm	Year 1 Sunday Channel	Tutors: Grace & Brigid
Monday	7-8 pm	Weekday Help Session Channel	Tutor:
Tuesday	7-8 pm	Weekday Help Session Channel	Tutor:
Wednesday	7-8 pm	Weekday Help Session Channel	Tutor:

Grace Mohney  
Brigid Roth  
Kairi Martin  
Fletcher Fahling

[grace.mohney@wmich.edu](mailto:grace.mohney@wmich.edu)  
[brigid.o.roth@wmich.edu](mailto:brigid.o.roth@wmich.edu)  
[kairi.s.martin@wmich.edu](mailto:kairi.s.martin@wmich.edu)  
[johanna.fahling@wmich.edu](mailto:johanna.fahling@wmich.edu)

## Course Description, Student Expectations, and Working Agreement

### Description

The purpose of this course is to prepare you for **advanced literature, college-level writing, and to think analytically, creatively, and independently**. Critical thinking, time management, communication, interpersonal, and metacognitive skills will be emphasized alongside your writing throughout the year. Our weekly class meetings mimic the college model: one longer class session followed by substantial independent work to supplement learning, stretch your thinking, and push your writing. This rhythm fosters both **responsibility and intellectual growth**. Don't worry, we will have plenty of fun along the way!

This class also fosters a **workshop atmosphere** with peer feedback, making your classmates' voices an important part of the "text." We will focus not only on reading but also on the **process of writing**: planning, drafting, reviewing, and revising. Your papers will move through several stages, with your **portfolio** showcasing your most revised and polished work.

Think of this class as a **writing bootcamp**: you will first learn fundamentals in a, sometimes, rigid manner—ATYP Formatting, MLA style, thesis statements, topic sentences, quoting etiquette, bibliographic citations, and careful imitation of styles from our texts. We will also have staggered **weekly due dates and deadlines**. **Before learning how to bend or break those rules with purpose, you must learn what the rules are!** Just as musicians master scales and simple compositions before improvising jazz, you'll practice the basics so you can rebel and break those rules later.

We will also make use of various **technologies** including eLearning, YouTube, and Microsoft Suite. There is an expectation that most of your writing for class is typed.

Our course themes are **family and self-identity**, which will guide many of our readings, discussions, and writing assignments. During the first half of the year, you will write **formal essays** as well as short creative pieces. You will **read and respond** to literary essays, short stories, and poetry, and we will connect our work and readings to historical context, craft and aesthetics, and philosophy.

**Public speaking**, a required component of the 9th/10th grade curriculum, will be tied to our reading and writing. By the time these presentation opportunities occur, my hope is that our class will feel like a close community, perhaps even a family, reducing those nerves about sharing aloud.

Because we only meet once a week, **communication outside of class is essential**. Students—not parents—should take responsibility for contacting me with questions about assignments, materials, feedback, or grades. **Check your WMU email daily**. This will be key to your success in this course and beyond.

Details about second semester will be forthcoming; thank you for your patience and understanding that our schedule is subject to change.

### Student Expectations

- ☐ Timely and thorough completion of all assignments.
  - Thoroughly address all parts of the homework, i.e., breaking down prompts and identifying and addressing all the requested elements of a prompt.
  - Follow formatting and length requirements.
  - Submit homework on time throughout the week.
- ☐ Organization
  - Organization of thoughts about writing assignments before drafting using the prewrite notebook.
  - Organization of files on your computer to avoid errors in submissions, i.e., proper file names, logical organization of work, and files in appropriately name folders.
  - Organization of printed materials in the portfolio/binder.
- ☐ Close, careful reading of all the texts and feedback.
  - Thoughtful notetaking on readings.
  - Reading and completely addressing feedback in revisions.
  - Recall and engage with the readings during class discussions.
  - Applying learning and feedback to written work, i.e., be a coachable writer.
- ☐ Energetic participation and respectful attentiveness during class.
  - Conduct in keeping with university surroundings
  - Adherence to the ATYP Code of Conduct.
  - Articulation of ideas, beliefs, and opinions.
  - Respect for the ideas, beliefs, and opinions of others.
  - Regular and respectful communication with instructor and peers.
- ☐ Executive Functioning Growth.

- Time management skills & the creation of regular weekly schedules considering personal, familial, academic, and extracurricular obligations and our homework load.
- Proactively addressing issues in task completion, procrastination, direction following, and distraction with provided resources including the eLearning modules and meetings with Ms. Nan.
- Application of executive functioning education and discussion.

### Working Agreement

This list of working agreements are ways to practice being in a community of caring people with each other. We are working together during a time of great conflict and will use class literature to delve into topics that may be uncomfortable to talk about. ATYP is a challenging environment, too, both academically and emotionally. It will put you out of your comfort zone regularly. You'll feel vulnerable with other students when you have to share your writing or participate in a class discussion where you don't know all the answers.

The following agreements have served me well not only in challenging learning spaces but in my relationships, both personal and professional. I believe these agreements will help us become a community of learners. We'll leave them open to revision throughout our time together, and we'll practice them with each other.

- ☐ Take risks; lean into discomfort.
- ☐ Value the process as much as (if not more than) the outcome.
- ☐ Be both a teacher and a learner.
- ☐ Respect confidentiality: stories stay, learning leaves.
- ☐ Avoid put-downs (even humorous ones, *even about yourself*).
- ☐ Take space, leave space: be mindful of air time.
- ☐ Practice *oops* and *ouch* (i.e., take ownership of mistakes and reflect on how you will learn from them)
- ☐ Practice self-awareness and self-care.

Student Initial:

Parent Initial:

### Required Books

May be purchased or borrowed from office

- ☐ *Patterns for College Writing, 12<sup>th</sup> edition*. Laurie G. Kirszner and Stephen R. Mandell (ISBN-13: 978-0312676841)
- ☐ *Grammar Girl Presents the Ultimate Writing Guide for Students* by Mignon Fogerty (ISBN-13: 9780805089448)

Must purchase the exact ISBN listed for class. As tempting as it is, DO NOT read ahead.

- ☐ *Night* by Elie Wiesel (ISBN-13: 978-0374500016)
- ☐ *They Called Us Enemy* by George Takei (ISBN 13: 978-1603094504)
- ☐ *Refugee* by Alan Gratz (ISBN 13: 978-0545880831)
- ☐ *As You Like It* by William Shakespeare (ISBN 13: 978-1982109400)

Optional Readings TBA on eLearning (Content>Extra Credit)

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### Supplies for Class

- ☐ Computer to work on at home
- ☐ One subject, college-ruled, 3-hole notebook for prewrites
- ☐ To take notes in class every week, bring your computer or a second notebook for these lecture notes
- ☐ Mic and web camera, if not built into your device, for snow days and online group meetings
- ☐ Internet connection

- ☐ WMU account access to:
  - Microsoft Exchange (email server for WMU)
  - Microsoft office programs (Word, PowerPoint, Teams, etc.)
    - Free to download and use online as a WMU student
  - eLearning and GoWMU
- ☐ Hardware token/key fob (from the ATYP office) or **student's cell phone** for two-factor authentication. A parent's phone WILL NOT work for this.
- ☐ 2-inch binder
  - Recommended: create a cover for your binder/portfolio with your name, day of class, and email address. Decorate as desired.
- ☐ Access to a printer at home or school
- ☐ Access to a stapler and 3-hole punch at home or school
- ☐ Four tab dividers for the binder/portfolio labeled: *Journals, Weekly Writings, Essays, Handouts*
- ☐ Pens:
  - Blue or black
  - Purple, green, or red (for peer review)
- ☐ Pencils for book annotating and general "sketching"
- ☐ 2025-26 Academic Planner

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## Attendance Policy, Minors on Campus, and Snow Days

### Attendance

Missing a day of class is equivalent to missing two weeks of normal high school English. If you **MUST** be absent or leave early, please notify me as soon as you know so I can plan activities and groups accordingly. Do not schedule non-urgent doctor's appointments or travel/vacations during ATYP class meetings. If you are late to or absent from class, you will lose some or all your attendance/participation points for the day. You may attend my other class during the week to make up participation points with no deduction. While each participation grade carries very little weight, missing participation assignments can easily stack up and drag this category grade down. Don't let that be you.

Text me if you're going to be late to class.

If you cannot come to class, follow these steps:

1. Email to inform the instructor of your absence as soon as you know you will not be in class. Provide information as to why you will be out of class. How long will you be out of school? What accommodations do you propose?
  - a. Will you be able to attend my other class that week? If no, continue on to Step 2.
2. Read through the weekly PowerPoint. While doing this, complete the lecture notes to the best of your ability.
3. Send your instructor a list of your questions from the PowerPoint.
4. Read through the homework sheet.
5. Send your instructor a list of your questions regarding the homework.
6. Follow up with instructor as needed.
  - a. Help session would be a smart choice on these weeks.

### Minors on Campus

You must have an adult with you while you are on campus-- This includes returning books or printing in Waldo and visiting the Help Desk. I will be on campus by 1:00pm. You may be dropped off at 1:00pm. The time between 1:00 and 1:20pm is for you to use the restroom, buy snacks/drinks from Flossie's or the

vending machines, ask your questions, share your middle school gossip, chat with friends, etc. DO NOT leave Sangren Hall without an ATYP staff member with you. Attendance will be taken precisely at 1:20—be in your seat before then.

For more information regarding Western Michigan University's policies regarding minors on campus, please visit <https://wmich.edu/policies/minors>

### **Snow Days**

If KPS has a snow day, ATYP classes will not meet in person. Instructions for class will be sent to your wmich.edu email address. Expect to do work, even on snow days. Homework will remain the same. During online class (and help session), students should locate themselves in an area free of distraction and, if at all possible, other people. You should feel comfortable speaking up in discussion without the sideway stares of Water Street customers or the side pokes from your family members or friends at school. This is our time, and while 2.5 hours seems like a long time right now, when we become comfortable with each other, you'll frequently scratch your head and wonder where the time went.

Please do not record or take pictures of our class online without asking.

Student Initial:

Parent Initial:

## **Students with Disabilities & Special Needs**

Please let me know about any needs or relevant medical information that would be helpful for me to be aware of. Any details you are comfortable sharing will help me better understand your student and prepare for situations that may arise. While I am not a medical or special education specialist, I want to support your student as best as I can. Your input will give me the confidence to approach their needs thoughtfully, ask the right questions, and partner with you in finding strategies that help your student succeed.

Student Initial:

Parent Initial:

## **Electronics Policy**

Because our class requires computer use, students are expected to come with basic computer literacy and a device (or access to one) they can type papers on. While I will help when I can, I may not always have the most specific tech answers—generally a quick Google search or a call to the Bronco Help Desk will be more efficient.

We live in an age of constant digital connection, and communication outside of class is essential. (A week is a long time to go without checking in with your teacher!) That said, digital communication can also distract from building the kind of community we need together and prevent you from completing the homework in a timely manner.

During class, I ask that electronic devices be used only when requested. Headphones should remain off your body during class time. Phones should be set to vibrate. You are welcome and encouraged to type notes, but internet browsers, messengers, or unrelated tabs should remain closed so we can be fully present with one another.

Pictures taken by ATYP or WMU staff may appear on ATYP or WMU's website and social media. Most public speaking assignments will be recorded so that you can analyze your performance and visualize growth over time. These videos will be uploaded to YouTube in a private channel, only accessible by a link that will be emailed to the class.



Students should ask permission before taking photos or recording video in class.

Student Initial:

Parent Initial:

## ATYP Policies, Tips, and Strategies

I refer you to the standard *Rules and Responsibilities* discussed and presented to you during orientation with Dr. Schultz and Ms. Nan. Please familiarize yourself with the following ATYP articles as needed:

- “ATYP Code of Conduct” <https://wmich.edu/precollege/atyp/conduct>
- “Expectations for Enrolling Students” <https://wmich.edu/precollege/atyp/about/rules>
- “Executive Function and Stress Management Strategies”  
<https://wmich.edu/precollege/atyp/timemanagement>
- “Avoiding Digital Distractions” <https://wmich.edu/precollege/atyp/about/digitaldistractions>
- “Homework Tips” <https://wmich.edu/precollege/atyp/about/homeworktips>
- “Rules and Responsibilities” <https://wmich.edu/precollege/atyp/about/rules>
- “Survival Tips” <https://wmich.edu/precollege/atyp/about/tips>
- “Time Management Strategies” <https://wmich.edu/precollege/atyp/about/timemanagement>
- “Safety Policies and Procedures” <https://wmich.edu/precollege/atyp/safety>
- “Working With Your Home School” <https://wmich.edu/precollege/atyp/about/school>
- “Library Student Information” <https://wmich.edu/library/policies/borrowing>
- “Photo Release Form” <https://wmich.edu/precollege/atyp/photo>

Student Initial:

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## Plagiarism, Academic Honesty, and Artificial Intelligence (AI)

You are responsible for making yourself aware of and understanding the policies and procedures in the *WMU Student Code* document that pertain to Academic Honesty (“Article IV: Proscribed Conduct” and “Jurisdiction of the University/Conduct Policies.”) These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. The policies are found here: <https://wmich.edu/conduct/honesty/definitions>.

**I do consider the use of generative AI tools in completing your homework to be cheating.** Besides the academic repercussions, there are many compelling reasons to not use AI to assist you with your writing/reading process (its effect on the environment and its massive theft of art and literature, for starters). I also believe that it is deeply beside the point of taking this course. We are here to engage our minds and think critically, and numerous scholarly studies show that using AI is a detriment to that work. Do not use AI to assist you in your homework unless I direct you to, and I likewise pledge to not use AI to grade your papers. I'm assuming you're here because you are passionate about the power of your own brain, so let's make sure we utilize it thoroughly! Please let me know if you ever have questions about the use of AI in this course or in education broadly.

**Plagiarism and academic dishonesty are serious matters.** Submitting work that is not your own may result in a zero on the assignment without the opportunity for revision, dismissal from the program, and, in some cases, even legal consequences. Please understand that these policies are in place to protect both your integrity and growth as a writer.

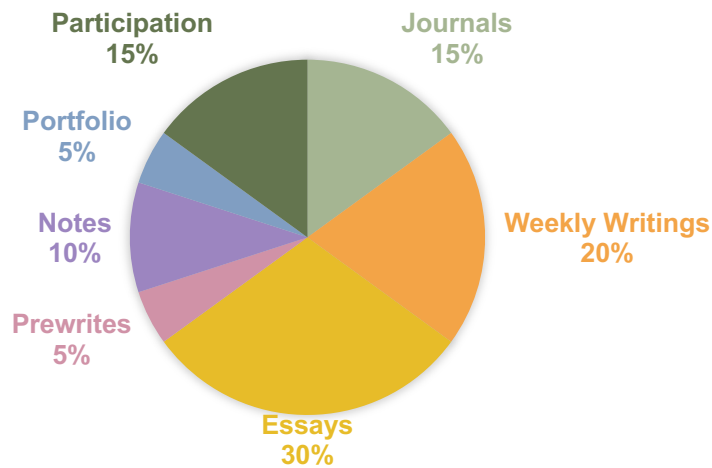
It is always better to turn in a paper that is incomplete but genuinely your own than to submit work that has been copied or borrowed. An incomplete draft can always be revised and improved; dishonest work cannot. Remember—we are here to help you learn and succeed, but that only happens if the work is truly yours.

You should consult with your instructor if you are uncertain about an issue of academic honesty.

Student Initial:

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## HE 9 ESTIMATED GRADE WEIGHT



### ATYP Writing Assignment Format

It may feel trivial or overly strict to focus so much on formatting, but in the real world, businesses, institutions, and traditions often demand this kind of precision. Applications, publishing, editing, and even college assignments are sometimes dismissed outright if they fail to follow guidelines. Before the college application process became fully electronic, formatting and instruction-following errors could ruin your odds at admittance; today, in publishing, short stories, poems, novels, and articles are often rejected without a second glance if they do not meet submission requirements. The same is true in higher education.

Formatting Mini-Lecture: [https://youtu.be/2daDM\\_5087Y](https://youtu.be/2daDM_5087Y)

Templates are available on eLearning.

1. Go to our eLearning course.
2. Select “Content” from the top navigation bar
3. On the left-hand side of the page, look for a module called “Tutorials, Templates, and Resources.”
4. Find and download your desired template from the list of resources in this module.

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### Journals

You will receive directed journal entries that should reflect 10 minutes of outlining or planning, 45 minutes to 1 hour of writing, and about 10 minutes of proofreading. This goal time may take a few weeks to reach, however, outlining and brainstorming prior to writing can significantly reduce the amount of time you spend typing your paper.

#### Journal Formatting:

- Single-spaced
- 1 full page of writing
- 12-point Times New Roman font
- 1-inch margins
- 3-line, single space heading

- Header if over 1 page in length
- Relevant title
- Saved as a .doc or .docx file
- File name: First and Last Name-Week # Journal-Draft # (example: Jane Doe-Week 1 Journal-Draft 1)

Journals are worth ~1% ea. of the final grade.

Student Initial:

Parent Initial:

## Weekly Writings

Weekly Writings should reflect a total of 2-4 hours of planning, writing, and proofreading. Again, this goal time may take a few weeks to reach.

### **Weekly Writing Formatting:**

- 1.5x spacing beginning at the title
- 2-3 full pages
- 12-point Times New Roman font
- 1-inch margins
- Proper heading (3 lines, single spaced)
- Header
- Relevant title
- Appropriate file name (example: Jane Doe-Week 1WW-Draft 1)
- Saved as a .doc or .docx file

WWs are worth ~3% ea. of the final grade.

Student Initial:

Parent Initial:

## Essays

At the conclusion of most units, you will submit a formal essay related to the technique or topic studied in that unit. These essays will be longer and more polished than the weekly writings and journals. Depending on the nature of the essay, plan on 4-7 hours of work.

### **Essay Format:**

- Double spaced (2.0x)
- Length varies
- 12-point Times New Roman font
- 1-inch margins
- 4-line, double-spaced heading
- Header
- Relevant title
- Saved as a .doc or .docx file
- Appropriate file name: First and Last Name-Week # Essay-Draft # (example: Jane Doe-Week 1Essay-Draft 1)

Essay weights vary by assignment. Outlines, rough drafts, status reports, etc. will be assessed for a small percentage while final essay projects will weigh more heavily on the final grade.

Student Initial:



Parent Initial:

## Revisions

Most journals, weekly writings, and essays are revisable assignments. If an assignment is marked **green** in the gradebook, you are finished with that piece—enjoy the win! If the grade is marked **blue, red, or yellow**, you are required to revise. Carefully follow the feedback provided by your grader, and do not hesitate to ask questions if any comments are unclear.

All revisions must be submitted to the **same dropbox** as the original draft. If you have effectively addressed the feedback, your grade will be updated to reflect the stronger draft. Please note that dropboxes do close—missed deadlines cannot be extended. Regularly check the “Deadline List” in the **News Section on eLearning** for important updates and announcements on assignments.

After initial drafts are graded, you will typically have **2–4 weeks** to submit revisions before the assignment closes permanently. During this period, you may revise up Draft 3 if you submit new drafts consistently (once per week). Delaying revisions or submitting late work will reduce your opportunities to revise further and may result in a lower final grade.

In short: **revise early, revise often, and keep improving each week.**

### Revision Protocol:

1. Make a copy of your previous draft.
2. Name this file with the new draft #.
3. When you make a change, highlight it so the grader can easily spot your new work.
  - a. If you remove work or fix something that is difficult to highlight, leave your grader a highlighted footnote or a message at the end of your document explaining the change.
  - b. Never highlight your entire paper. If you fix spacing, for example, leave a highlighted footnote with a short explanation of the change made

Each new draft will have a different color of highlighting to indicate the most recent changes. Please leave previous highlighting. If your paper goes through several revisions, your final one will be colorful!

- Draft 2 (revisions made on your first draft): **yellow highlight**
- Draft 3 (revisions made on your second draft): **green highlight**

If peer review is conducted during class, you will revise your rough draft using your peer’s feedback before you submit it for a first draft grade. Highlight changes made on your Draft 1 in **light grey**.

### Example:

File Name: Maggie Parker- Week 7 Essay - Draft 3

Text Sample:

**Eighty-seven** years ago our forefathers brought forth, on this continent, a new nation, conceived in liberty, and dedicated to the **idea** that all **humans** are created equal. Now we are engaged in a great civil

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## Notes

Each week, you are responsible for submitting typed lecture notes and reading notes. When applicable, you may also be asked to provide book annotations. These materials must be uploaded to the two designated dropboxes each week. Grades for this category will be updated regularly throughout the month.

To support your adjustment to the required format and process, you may revise the previous week's notes, provided they were submitted by the deadline. Late submissions will incur a 10% deduction and are not eligible for revision. Notes submitted one week or more past the due date will receive a grade of zero. Please avoid allowing late work to accumulate in this category.

Note templates will occasionally be provided on eLearning to guide your work. These templates are designed to reduce your workload and ensure your notes meet formatting expectations—simply follow the instructions provided.

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## Prewriting

You will keep a **3-hole, college-ruled notebook** at the front of your portfolio to show your prewriting for writing assignments. At the top of each entry, label the **week and assignment**, then begin your prewriting or outlining process.

Prewriting can take many forms—webs, lists, freewriting, doodles, info-dumps, charts, or anything else that helps you get your ideas flowing. The only requirement is that it **shows visible thinking**—it just can't look like nothing.

This portion of your grade is an easy 5%, but don't underestimate its value. The goal is to walk into each assignment with ideas already organized so you spend less time staring at a blank screen and more time confidently drafting.

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## Portfolio

Your portfolio will be divided into four main sections: **Journals, Weekly Writings, Essays, and Handouts**. Your prewriting notebook should remain at the front of the portfolio, placed on top of all papers and dividers.

You will also maintain a **Table of Contents page**, which will include your grades and revision history. This page will be provided to you in the coming weeks and should be kept directly between your prewriting notebook and the divider labeled "Journals."

Once you have earned a passing grade (green grade) on any journal, weekly writing, or essay, you must print that piece of writing (including revision highlights) and place it in the appropriate section of your portfolio.

The **Handouts** section should include all distributed materials from class, late work forms, and contract-related assignments.

All sections of your portfolio should be organized chronologically by week in ascending order (for example, Week 0 at the front and Week 15 at the back of each section).

Portfolios will be reviewed and graded periodically throughout the semester.

There should be no stray papers in the side pockets and no pencil holders in this binder.

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## Participation

This is your willingness to:

- Take part in-class activities
  - Respond to emails
    - Some email responses will be graded. Check your email every day and be sure to follow directions.
    - Most email assignments are not listed in the homework sheet. You will be given a 24-48 hour deadline. The email prompts are never difficult, they are a test to your commitment to check email regularly and follow directions.
  - Help others when you can
  - Showing up, on time, for group meetings
  - Be an active and kind team member
  - Arrive to class on time
  - Come prepared for class
  - Seek help when struggling
  - Adhere to the ATYP code of conduct
- ...and basically, contribute to the community of the class.

Participation & professionalism assignments cannot be made up and late work will not be accepted. However, a large chunk of these assignments will be completed during class. Be present.

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## Late Work

Assignments submitted after the posted deadline are considered late and will incur a grade penalty. For most assignments, any submission after **10:00:01 p.m.** will be marked late by eLearning. If you miss the first draft deadline for a writing assignment (or submit a notably incomplete draft), the final grade for that assignment will be reduced by one full mark at the end of the semester (for example, from a Check Plus to a Check).

Unless an assignment is already in the **green zone** (A, BA, B, Plus, or Check Plus), you are required to revise it using the feedback provided. If you do not revise into the green zone by the revision deadline, your most recent grade will remain your final grade for that assignment (plus any late first draft deduction, if applicable).

If a **revision** is not submitted by 10 pm the night before class, it will not be penalized with a grade deduction. The consequence is fewer opportunities to improve your work before the assignment closes for good. If submitted after 10 pm the night before class, the assignment will be graded with the following batch of revision submissions.

The **homework sheets** are designed to help you plan your workload around extracurriculars, sports, chores, and other courses. If you believe extenuating circumstances will prevent you from completing your work, please contact me **before** the due date so we can discuss options. Note that poor planning or time management are not valid reasons for extensions, but I can point you to resources that can help with that!

**A couple late assignments will not ruin your final grade**—life happens. If you must submit late, leaving a brief note in the dropbox comments explaining your circumstances is helpful.

Please also note:

- Assignments marked **FIF (First Is Final)** cannot be submitted late or revised for a higher grade.

- **Participation grades** cannot be submitted late or revised for additional credit.

Always check the **Submission List in the News section on eLearning** for updates on assignments and deadlines.

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## Final Grade Breakdown

%	Letter Grade	Check System Grade	Essay Grade	Credit Grade
93-100	A	+ (100%)	Excellent (100%)	Credit (100%)
87-93	BA	√ + (93%)	Strong + (93%)	
83-87	B		Strong – (87%)	
77-83	CB	√ (83%)	Fair + (83%)	
73-77	C		Fair – (77%)	
67-73	DC	√ - (73%)	Weak + (73%)	
63-67	D		Weak – (67%)	
Below 63	E	Incomplete/Not Yet (50%)	Incomplete/Not Yet (50%)	Partial/Not Yet/Incomplete (50%)
--	--	DNS (0%)	DNS (0%)	No Credit (0%)

Grades are viewed by the instructor as a means of **motivating** and **challenging** students as well as an indication of mastery. At any given time, your grade is a snapshot of where you are **at that moment**. However, our class is graded based on your **progress** from the first draft to the final draft. You almost always have the chance to revise, often multiple times, to improve. To be clear: **your grade is in flux** until the final evaluation at the end of each semester. A Not Yet or √- on first draft grade **should not** be alarming, many students' start here and improve with each revision to earn a green grade!

As long as you submit homework on time, follow instructions carefully, and address all of your grader's feedback in your weekly revisions, you will do just fine!

Our university grading system does not allow plus and minus grades. Letter grades are: A, BA, B, CB, C, DC, D, E. We request that home schools "err on the side of generosity" when calculating grade point averages. So, a BA should translate to your report card as a A-.

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## Mandatory Help Session & Probation After Week 6

### Mandatory Help Session

If a student's overall grade is at or below a 77% after the first 6 weeks of each semester, the student will be required to seek extra help every week until their grade reaches a CB. Weekly help may consist of attending help session or meeting with Ms. Nan or Dr. Schultz. You will submit your Help Session form to the Mandatory Help Session dropbox for that week.

*Students are encouraged to take advantage of these services and opportunities regardless of their current grade in the course.*

### Probation

After the initial six-week adjustment period, students must maintain a grade above 73%. If a student's overall grade falls at or below this threshold, they will be placed on **academic probation**. At this point, the student will sign a contract committing to regular help session attendance and to completing all work on time, at an acceptable level of completion.

Academic probation is not a punishment—it is a structured chance to turn things around with clear expectations and support. However, failure to uphold the contract or to demonstrate consistent improvement could result in dismissal from the program.

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## Help Session & Extra Credit

Help sessions are generally required only if your grade is a **C or below** at the start of the week. In those cases, you must complete a Help Session Form (template available on eLearning) and upload it to the designated dropbox **the night before class** that week.

Students whose grades are already in the **A, BA, B, or CB range** may still attend help sessions voluntarily. If you attend and thoughtfully complete the Help Session form the night before class, **0.25% will be added to your final grade** for each completed session (maximum of one per week).

Extra credit opportunities may also be offered during the semester. While I value and appreciate your extra efforts, please do not rely on extra credit as a major grade booster. Extra credit will not exceed **5%** of your overall grade. Most opportunities, such as extra papers or events, will be worth up to **1% each**.

Student Initial:

Parent Initial:

## Pep Talk

We expect a lot from our students—but you are here because your adults believe in you, and your academic record shows that you are ready for this challenge. This class is designed to be demanding, but not overwhelming. Alongside your parents, you have a strong support system in the tutors, the ATYP staff, and me.

Remember: I can only help if I know you need help. Wise students take advantage of resources: attending help sessions with our outstanding tutors, working through the executive functioning modules, meeting with Ms. Nan for one-on-one support, emailing or texting me questions, and staying proactive with homework. Asking for help is never a bother—if I didn't want you to contact me, you wouldn't have my phone number or email. I aim to respond within three business days (but generally respond much quicker).

This class will likely feel different from what you've experienced before. At times, you'll leave class energized and inspired. Other times, you may feel frustrated or even want to quit. Both are normal and okay. My request: give it six weeks and **talk to me** before making any decisions about leaving the program.

The best learning happens when you are in what educators call a "moderate state of challenge." That means it won't always feel comfortable—but discomfort often signals growth. Think of it like learning to walk: you will stumble, sometimes fall, and occasionally require a glittery Band-Aid. But you'll also keep moving forward, supported by me and your community at home. I'll cheer you on, listen when you're discouraged, and coach you through what you let me.

I am excited to work with each of you this year. Your insight and input will enrich our class. Ask questions. Contribute to discussions. Listen carefully—to your classmates, to me, and to yourself. When others review

your work, take their counsel seriously while trusting your own voice. Above all, take risks. Try new approaches. Explore. You may surprise yourself with what you are capable of.

Welcome to the challenge—I'm glad you're here.

Student Initial:

Parent Initial:

## Parent's Role

Your role is essential. The habits your student forms at home will directly determine how they perform here. Bright students still need structure, consistency, and accountability to thrive in this challenging program. Without strong support, even the most gifted students may struggle. The following practices will serve your family well:

1. **Time Management:** Set timers based on the Estimated Time for Completion (ETC) listed on each assignment. Track how long journals take over the first few months to ensure growth in speed. If improvement is not seen, contact the office to schedule a meeting with Ms. Nan for executive functioning support.
2. **Planning:** Remind your student to prewrite and outline before writing. Offer to *listen* to their plan. Do not provide answers—your role is to serve as a sounding board so they can articulate their own thinking.
3. **Focus:** Eliminate digital distractions while they are working (phones and unrelated internet use should be off-limits during reading, outlining, and writing).
4. **Basic Needs:** Ensure your student arrives rested, fed, and prepared.
5. **Organization:** Print the weekly homework sheet and encourage your student to use it as a checklist. Review workload together and create a weekly schedule after class each week using their academic planner.
6. **Accountability:** Ensure all deadlines are met. Keep track of late or missing work.
7. **Self-Advocacy:** Encourage your student to email or text me directly when help is needed. (For safety, all communication records are retained for the school year.) Avoid contacting me on your student's behalf unless absolutely necessary.
8. **Seeking Help:** If your student runs into a roadblock, instead of plowing it down for them, offer advice on where they could go to find help on their own. Google? The homework sheet? eLearning? The Bronco Help Desk? Me? A tutor? Ms. Nan?
9. **Help Sessions:** Encourage your student to attend help session every week, even if not required.
10. **Logistics & Safety:** Ensure your student is accompanied by an adult if arriving before 1:00 p.m. Drop them off early enough to be in their seat before 1:20 pm and pick them up promptly at 3:50 from the designated Sangren Hall pickup area. Students should be dressed for the weather while waiting outside.
11. **Formatting Support:** Review the formatting of papers before submission—but leave content feedback to me.
12. **Stay Informed:** Read the weekly office emails (usually sent on Friday) and discuss the information with your student.
13. **Celebrate Growth:** Recognize and reward their effort and persistence.
14. **Emotional Support:** Offer encouragement, perspective, and empathy when the work feels overwhelming. Sometimes your student will need a shoulder to cry on as much as a push forward.

**In short:** your involvement matters. Students who have a parent actively implementing these strategies are far more likely to see success earlier and will require less “handholding” as the semester progresses.

Student Initial:

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I have read the syllabus and reviewed it with my adult(s) at home. I will do my best to adhere to all expectations, rules, and policies outlined in the Honors English 9 syllabus.

	Student	Parent
Printed Name		
Signature		
Date		