

ATYP H. English 9/10



Instructor: Mrs. Lisa Vondale

Contact Info: lisa.vondale@wmich.edu

Location: Sangren Hall, Room 01750

Day and Time: Thursdays, 1:20p-3:50p

Course Description

The purpose of this course is to prepare you for advanced literature and college-level writing, building the foundational skills required to think logically, creatively, and independently. Critical thinking, time management, communication, interpersonal, and metacognitive skills will be emphasized alongside your writing development throughout the year. This class is as much about process as it is about creating meaningful final drafts. Using a workshop-based approach, we will carefully examine each step of the writing process: prewriting, drafting, revising, editing, and publishing. A hard-copy portfolio will serve as our vessel to retain and reflect on each piece of writing along the way.

Core Class Expectations

- Embrace feedback and independence: Expect extensive, constructive feedback and a college-style schedule that requires substantial independent work between weekly classes. You must come to class prepared to discuss the materials to truly benefit from this course.
- Master writing fundamentals first: Treat this course like a writing bootcamp; you must strictly learn and apply foundational rules (like ATYP Formatting, MLA style, thesis statements, topic sentences, PEEL paragraphs, quoting etiquette, bibliographic citations, and careful imitations of styles from our texts) before you can creatively break them.
- Utilize required technology: Be prepared to use digital tools like eLearning and either the Microsoft or Google suites, as nearly all of your writing assignments require a word processing program. Many will also introduce you to electronic research tools and multimedia applications.
- Participate in public speaking: Engage in class discussions, required speeches and presentations. All of these will be conducted in our supportive and safe classroom environment. You will also have ways in which to participate orally without standing in front of the class. Public speaking is part of the English 9/10 requirements from the State of Michigan.
- Take ownership of communication: **Students** are responsible for emailing the instructor directly with questions or absence notices (at least 12 hours in advance). Please, copy your caregiver on these emails too. Students **MUST** check their WMich student email daily. I will do the same at minimum.
- COURSE DROP OFF and PICK UP GUIDELINES: Students can be dropped off at Sangren Hall no earlier than 1 p.m. and must be picked up by 4 p.m. in the circle drive in front of Sangren Hall.

Materials:

Technological Materials

- WMU Online Access for eLearning, GoWMU, YouTube, Google, and the Microsoft Exchange and Office platforms
- DUO cell phone access or FOB hardware for two-factor WMU login while on campus
- Computer with internet access, word processing and email capabilities, mic and web cam (in case of online meetings)
- Printer, paper, and extra ink**

Basic Materials

- WMU ID Card* and ATYP Folder (provided on first day)
- Core reading materials (see next page)
- 3-subject notebook
- Pens (black, blue, and red (or purple)
- Two 1.5- or 2-inch binders, one for each semester
- 8 binder dividers (four for each binder)
- Stapler
- 3-hole punch

*You will need a WMU I.D. card to borrow books and print at the libraries on campus. There is a \$30 replacement fee if you lose your card. Keep it safe!

**If you do not have access to a printer, you may email your documents to ATYP-Info@wmich.edu AT LEAST 24 hours before class to have the documents printed in the office.

A Note on Mindset

Embracing a **growth mindset** in this classroom understanding that making mistakes and facing discomfort are **essential** parts of the learning process. As long as you take bold risks, own your errors, and learn from them, you will have my full support in a safe, non-judgemental environment. **Students**, if have an academic concern, please let me know, and we will work through the challenge together.

Help Sessions

Former ATYP students are here for you when you are perplexed about an assignment or struggling with revisions. They've all been where you are. They are college students who want to give back to the program, so they work with us to help you. Tutoring is offered through Microsoft Teams Sunday-Thursdays. Check Ms. Citino's weekly emails for specifics.

Core Reading Materials

To be purchased or borrowed from the ATYP office right away:

- *Patterns for College Writing*, 12th edition. Laurie G. Kirsznar and Stephen R. Mandell (ISBN-13: 978-0312676841)
- *Grammar Girl Presents the Ultimate Writing Guide for Students* by Mignon Fogerty (ISBN-13: 978-0805089448)

To be purchased before Nov. 1st:

- *Night* by Elie Wiesel (ISBN-13: 978-0374500016)
- *They Called Us Enemy* by George Takei et alia (ISBN-13: 978-1603094504)

To be purchased before Jan. 20th:

- *Refugee* by Alan Gratz (ISBN: 978-0545880831)
- *Midsummer Night's Dream* by William Shakespeare (ISBN: 978-1501146213)

****Must purchase the exact ISBN listed for class. As tempting as it is, please refrain from reading ahead.**

A note: There will be one additional novel for second semester. Students will select this novel from a list based on interest. More on this to come in January. Thank you for your patience.

Late Assignment Policy

- Assignments submitted electronically after the due are considered late. If you miss the due date (or if your paper is notably incomplete), your final grade for that assignment will be reduced by one grade (i.e. Check Plus to Check).
- Unless your grade is in the green zone (A, BA, B, Plus, or Check Plus), you are responsible for revising the paper using the comments left for you to guide your changes. If you have not revised your paper to the green zone by the revision deadline, your grade will be the highest you have earned on that assignment to date.
- It is your responsibility to plan your work around events, sports, chores, other coursework, and your responsibilities. Multiple late assignments will result in a contact with your caregiver.
- Pay attention to the submission list in the News section on eLearning. Assignments marked as FIF (first is final) cannot be submitted late for credit or revised for a higher grade.
- All Participation and Engagement grades cannot be submitted late for credit or revised for a higher grade.

Key Assessments:

- **Journals** (20%): You will receive directed journal assignments that should reflect 10-15 minutes of outlining or planning, 45 minutes to 1 hour of writing, and about 5-10 minutes of proofreading. This goal may take a few weeks to reach; however, outlining and brainstorming before writing can significantly reduce the amount of time you spend typing your paper.
- **Weekly Writing** (20%): Weekly Writings should reflect a total of 2-4 hours of planning, writing, and proofreading. Again, 15-20 minutes of proofreading will save you time in the drafting. This goal may take a few weeks to reach; however, outlining and brainstorming before writing will significantly reduce the amount of time you spend typing your paper.
- **Essay** (35%) 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. All essays will be revised. Depending on the nature of the essay, plan on 4-7 hours of work. Essay weights vary by assignment. You will also have two or three major projects that count as essay grades. Outlines, rough drafts, status reports, etc., will be assessed for a small percentage, while final essay projects tend to weigh more heavily on the final grade.
- **Notes** (5%): Every week, you will take notes in class and annotate your readings. Weekly lecture notes and reading notes are expected of all students. Late notes will receive a 10% deduction. If submitted a week or more late, notes will be marked as a 0 for that week. It is so important to avoid late work!
- **Portfolio** (5%): Each version of your writing assignments is to be printed and included in your portfolio. Revision highlights must be included in each version. The most recent edition of the paper should be on top. The original draft should be at the bottom.
- **Participation** (15%): Arrive to class prepared and ready to respectfully participate in class; respond to emails promptly (some will count as a grade); stay organized; help others; and be a good classmate. Adhere to the ATYP Code of Conduct. Participation & professionalism assignments cannot be made up, and late work will not be accepted. Be present. Unexcused absences may impact a student's weekly participation score.

Extra Credit

Extra credit may be offered occasionally. Extra Credit will only be offered to students IF they have completed all of their work, not as a bailout. Extra credit will only be accepted if students have at least 95% of your work in on time. You will be able to count one help session a term as extra credit. There is a form on eLearning to fill out to earn this credit. The weekly assignment sheet will include other options.

Grade Scale and Rules on Revisions

In this class, your grade is an evolving reflection of your progress and mastery, offering continuous opportunities to revise and **IMPROVE** your work until the end of the semester. Your grade is always in flux because of revisions. Assignments are weighted to mimic a high school or university classroom. Western's unique letter grading scale does not allow for minus designations. The scale will be translated by your home school. We recommend schools "err on the side of generosity" where a BA should translate to an A-. **As a general rule with revisions**, if your writing assignment (journal, weekly writing, or essay) is green in the gradebook, you do not need to revise. You will be permitted to revise your paper up to two times for a better grade (within the submission window).

Percentage (%)	Letter Grade	Check System Grade	Essay System Grade	Credit Grade
93–100	A	Plus (100%)	Excellent (100%)	Credit (100%)
87–92.9	BA	Check Plus (92.9%)	Strong + (92.9%)	
83–86.9	B		Strong - (86.9%)	
77–82.9	CB	Check (77%)	Fair + (82.9%)	
73–76.9	C		Fair - (76.9%)	
67–72.9	DC	Check Minus (70%)	Weak + (72.9%)	
63–66.9	D		Weak - (66.9%)	
Below 62.9	E	Incomplete (50%)	Incomplete (50%)	Partial Credit (50%)
0	DNS (Did Not Submit)	DNS (0%)	DNS (0%)	No Credit (0%)

After the first drafts of a specific assignment have been graded, you will have three additional weeks to elevate your grade before the assignment closes. After the revision period ends, the assignment dropbox on eLearning will be locked, and no further submissions will be permitted. This revision period will allow students to revise up to the third draft if revisions are completed weekly. Work on revisions every week to maximize this benefit as it relates to grades.

Mandatory Help Sessions ("C" and Below)

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 a help session or meeting with Ms. Citino 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.

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.

Attendance Policy, Snow Days, and Minors on Campus

Attendance

- *Impact of Absences: Missing a single class is equivalent to missing two weeks of standard high school English.*
- *Notification: Students must notify the instructor regarding absences or early departures as soon as possible, ideally at least 12 hours in advance. Caregivers must be copied on all attendance-related emails or texts.*
- *Scheduling Conflicts: Non-urgent appointments and travel should not be scheduled during class time. Student-athletes are expected to negotiate with coaches to equitably share any missed time.*
- *Penalties: Lateness or unexcused absences may result in a loss of participation points for the day.*

Snow Days

- *Closures: If KPS cancels school, classes will not meet in person. If WMich cancels school, we will not meet in person.*
- *Instruction Format: Instruction will shift to either asynchronous assignments (the preferred default) or a synchronous Microsoft Teams meeting, depending on the frequency of prior snow days. **Students must check their email** for the day's specific instructions.*
- *Commuter Safety: If poor weather makes driving conditions unsafe, students should contact the instructor for accommodations.*
- *Privacy: Unauthorized photography or recording during online or in-person sessions is strictly prohibited.*

Minors on Campus

- *Supervision Requirements: For safety and compliance, minors must be accompanied by an adult at all times on the WMU campus (including Waldo Library and the Help Desk). Students must never leave Sangren Hall without an ATYP staff member.*
- *Arrival: The instructor arrives at 1:00 PM, which is the earliest students may be dropped off. The period between 1:00 PM and 1:15 PM is designated for socializing, eating, and settling in. Students must be in their seats and ready to learn by 1:20 PM, when class begins and attendance is taken.*
- *University Policy: Additional information can be found at wmich.edu/policies/minors.*

Student Expectations and Working Agreement

This list of working agreements includes ways to practice being in a caring community of people. We are working together during challenging times 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.

- **Thorough & Timely Work:** Submit complete, properly formatted assignments by their weekly deadlines.
- **Strong Organization:** Meticulously manage your digital files (using proper folders and naming conventions), physical portfolio of printed works, and all notes.
- **Active Engagement:** Read texts closely, take diligent notes, and participate in class discussions as well as through email and virtual meetings during group projects.
- **Coachability:** View feedback from your instructor and peers as an opportunity for growth, and apply it to your revisions with attention to detail.
- **Professional Conduct:** Adhere strictly to the ATYP Code of Conduct, treating the university setting, your peers, and their diverse ideas with respect.
- **Executive Functioning:** Proactively manage your time, map out a weekly schedule to balance your obligations, and utilize course resources to overcome procrastination.
- **Ask for help:** If something is impacting your class performance, please let me know so we can tackle it together. I am here to help you navigate concerns, frustrations, and triumphs. Never hesitate to ask for help either in person or via email—if a problem can be named, we can do something about it.
- **Take risks; lean into discomfort.** Value the process as much as (if not more than) the outcome. Give honest feedback. Be mindful of other people's time and efforts. Respect confidentiality, and avoid put-downs.

Technology Policy

Because our class requires computer use, students are expected to come with basic computer literacy and a device (or access to one) on which they can type papers. 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.

Digital communication is expected throughout the week. Ask before taking a photo or recording a video, as people value their ever-diminishing privacy.

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 may 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 by me so that you can analyze your performance and visualize growth over time.

Etiquette is also a consideration in electronic communication. I expect proper email etiquette: salutation, body, closing, and sign your name. Learning formal email communication will serve you well. Please only text me in a true emergency (i.e. trouble getting to class within 12 hours).

Students with Disabilities & Special Needs

Families are encouraged to tell the instructor if accommodations are needed from disability services. Please communicate any needs or relevant medical information at the beginning of the school year. I try to respect and accommodate religious holidays and special family events as needed. Communication is key.

AI and Plagiarism Policy

Students in this class are driven, creative, and highly intelligent. Please take the time to show that rather than turning to a digital tool or someone else's thoughts/words. Just as I expect you to not use AI to craft your writing, I too will not use AI in my writing to you or to evaluate your assignments. Please use other tools, like Grammarly and AI assistants for editing/feedback, with caution. Often AI detectors will flag work put through these as AI crafted. We will talk about ethics and why AI may not always be the best option, but also where it can be helpful.

The use of someone else's words, even if that someone is artificial, is plagiarism, something the University and ATYP take quite seriously. Plagiarism will result in a zero on the assignment and further disciplinary action. You're better than that. It is always better to turn in a partially completed paper that is genuinely your own and to talk with me than to submit work that has been copied or borrowed. As an incomplete draft can be revised and improved, dishonest work doesn't serve you, as you learn nothing.

If you have questions about academic integrity, please discuss them with me.

ATYP CODE OF CONDUCT

<https://wmich.edu/precollege/atyp/conduct>

FORMATTING GUIDELINES

ATYP H. English 9 takes formatting very seriously. With so many writing assignments (and so many revisions), following this protocol allows for better organization for everyone involved. The formatting is standard of most high school and college-level academic classes. Assignments turned in with formatting issues will receive gentle reminders during the probation period and then a "Not Yet" as the initial score after the first six weeks of class. Of course, the piece of writing can still be revised.

GENERAL FORMATTING GUIDELINES FOR ALL TYPED WRITING ASSIGNMENTS

ALL DOCUMENTS WILL USE A SIMILAR FILE NAME FORMAT:

First and Last Name-Week # Assignment Type-Draft #

Example: Jane Doe-Week 1 Journal-Draft 1

ALL DOCUMENTS WILL USE:

- 12-point Times New Roman font
- 1-inch margins on all sides
- A relevant title
- Careful proofreading, checking for grammatical and punctuation issues
- Either .doc or .docx file format to be turned in electronically
- A standard header (example at right)
 - Right Justified
 - Last name and page number
- A standard heading (example at right)*
 - Left justified at the top of the paper.
 - Structure:
 - Your Name
 - Week #-Assignment Type
 - Draft number
 - The title will follow, centered on the fourth line.

*The heading for essays will vary slightly.

Example:

Lisa Vondale
Week 1-Journal
Draft 1

Vondale 1

My Witty Title Goes Here

SPACING GUIDELINES AND PAGE REQUIREMENTS FOR EACH TYPE OF ASSIGNMENT:

JOURNALS

- Single-spaced
- 1 full page of writing

WEEKLY WRITINGS

- 1.5 spacing
- 2-3 full pages

ESSAYS

- Double spaced
- Length will vary based on assignment

REVISION FORMATTING AND PROTOCOL

You will be able to revise the majority of journal, weekly writing and essay assignments. Each draft will use a different draft number in the file name.

Revision Protocol (example to right):

1. Make a copy of your previous draft.
2. Name this file with the new draft #.
EX: Maggie Parker- Week 7 Essay - Draft 1 *changes to*
Maggie Parker- Week 7 Essay - Draft 2
3. When you make a change, highlight it so the grader can easily spot your new work. Please leave the previous highlighting. If your paper goes through several revisions, your final one will be colorful!
 - a. Draft 2 (revisions made on your first draft): yellow highlight
 - b. Draft 3 (revisions made on your second draft): green highlight
4. If you remove work or fix something difficult to highlight, leave your grader a highlighted footnote or a message at the end of your document explaining the change.
5. Turn in your revised file **IN THE SAME DROPBOX** as the original assignment.

Draft 2

yellow highlight

Draft 3

green highlight

Vondale 1

Kate Vondale
Week 28 Journal¹
Draft 3

Life and Fiction: The Deceitful Manipulation of Consent
Shakespeare uses problems of the Elizabethan Era to create conflict in his fantastical play, *A Midsummer Night's Dream*. Set in Ancient Athens Greece. During this era, the Protestants gained power. Elizabeth I led England through the Renaissance, but she dealt with issues relating to the behavior of her father, King Henry VIII. Shakespeare uses major issues concerning consent, deceit and manipulation of love of his courtiers to create an almost dystopian

much worse fates. Catherine of Aragon, the first wife, divorced because he became deceitful and cheated on her with Anne Boleyn, his next wife, who he also cheated on with Jane Seymour ("The Six Wives of Henry VIII. Printable Page | PBS"). In his later wives, he also cheated on them, mostly because he became bored of them. The theme of deceit connects to this topic, as Henry became dishonest with them, mainly because he cheated on them

As shown in *A Midsummer Night's Dream* and the life of King Henry VIII, consent became a major problem in the Elizabethan Era. Egeus gives his consent to marry Hermia, but Hermia does not agree. Her comments cause Egeus to approach Theseus, who says, "with complaint./ Against my child, my daughter Hermia/ Stand forth, Demetrius.-My noble lord./ This man hath my consent to marry her"(MND 1.1.23-26). At this moment, Egeus confesses his desire for Hermia to marry Demetrius, but Hermia would prefer to marry Lysander. This creates a huge issue in the story and acts as the main conflict. In the Elizabethan Era, lower and middle class people chose who they wanted to marry. Though, in the Upper Class, arranged marriages became common ("Courtship and Marriage in Elizabethan Times"). Shakespeare commented on these arranged marriages through Hermia, as she lives in the Upper Class, and thus suffers an

¹ Hi Mrs. Carr! I actually didn't go down a rabbit hole. At the time of writing this, in Social Studies, we were learning about the Elizabethan Era and Queen Elizabeth I has been my idol since I was eight, so I know a lot about her. Also, my sister and I love Six, the musical, so after seeing it a year ago, we took a deep dive.

² I deleted an s.

³ I deleted "luckily."

CAREGIVER GUIDELINES

ATYP OFFICE CONTACT

ATYP Office Location: 3rd Floor, Ellsworth Hall

ATYP Office Phone: 269.387.3553

ATYP Office email: atyp_info@wmich.edu

ATYP Director: Laura Citino

As my esteemed colleague, Liz Carr tells her parents:

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 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. The revisions are especially hard to keep track of as far as timelines go.

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?

9. Help Sessions: Encourage your student to attend help sessions 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. Read the weekly email from me (sent after class for the first 8 weeks).

13. Celebrate Growth: Recognize and reward their effort and persistence. Avoid praising grades.

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. They may even want to drop out of the course. Please contact me with your student so that we can work through struggles together if they go on for more than a couple of weeks or past a certain assignment.

RESOURCES

Additionally, 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>

ATYP H. English 9/10



Affirmation of Receipt of Syllabus

I have read the ENTIRE six-page syllabus and reviewed it with my adult(s) at home. The contents of this syllabus included:

- Page 1: Course description, Core Class Expectations, Materials, a Note on Mindset, and Help Sessions
- Page 2: Core Reading Materials, Key Assessments, Late Assignment Policy, and Extra Credit
- Page 3: Grade Scale and Rules on Revisions, Mandatory Help Sessions, Attendance Policy, Snow Days, and Minors on Campus
- Page 4: Student Expectations and Working Agreement, Technology Policy, Students with Disabilities and Special Needs, AI and Plagiarism Policy, ATYP Code of Conduct
- Page 5: Formatting Guidelines
- Page 6: Caregiver Guidelines

I will do my best to adhere to all expectations, rules, and policies outlined in the Honors English 9/10 Syllabus.

Student
Printed Name

Student
Signed Name

Date

Parent
Printed Name

Parent
Signed Name

Date