

GENERAL RULES

1. Label your papers in the Upper Right Corner (URC):

	Example:
Name	Joe Schultz
Date	August 10, 2019
Assignment Identifier	Paragraph Writing, EW pg 52

2. Use **Times New Roman**, size **12 font**, **1" margins** (all sides) when typing.
3. Insert page numbers in multiple page documents on the upper outside edge unless otherwise directed.
4. Use blue or blank ink ONLY when handwriting, unless otherwise directed for coding or for revising. Keep all margins using guide lines on paper, keep 1" margin at the bottom. Write titles on the top line, centered.
5. Use cursive for final copy of handwritten papers (paragraph, essay, report).
6. **BRING** to class each session:
Text(s),
laptop,
writing pens and colored pens or markers,
writing paper,
spiral notebook with all handouts and homework inside.
(NO UNBOUND PAPERS!)
7. **ALL WRITING WILL BE EDITED BY YOU!!** This is a "lab" class.
ALL writing can be and will be improved in this course.
We aim for IMPROVEMENT in our writing.
Improvement can only be gained by practice.
Practice makes PROGRESS.
No writer, not even professional writers, are perfect writers.
Revision and editing do NOT mean the writing is bad. It means that either it is wrong and needs to be corrected (so that it is accurate, clear, and convincing) OR it is correct but can be improved for style and voice and interest.
You are competing against only yourself to be better than you began.
There are standards for writing well; we will learn them and obey them.
8. YOU use the checklists provided to evaluate your own work first.
9. **PROOFREAD** your work before turning it in. Use **SpellChecker** and **GrammarChecker** if you type on word processing software.

10. Turn in your BEST clean copy. Staple or paperclip your "scratch" work to the final copy for evaluation and discussion purposes, if needed.
11. **Complete all assignments by the due date.** If you have a question or stall out, phone, text, or e-mail me or get help from a reliable source (parents, siblings, internet search from a reliable source). If you have an obstacle in completing the assignments (sickness, vacation, etc.), let me know before the next session. Not doing so hampers forward progress during session.
12. Inform me of any difficulties you are having in any other subject where writing, or reading is concerned (e.g., math word problems, short-answer writing, speech requirements, papers due in history, science projects or experiment formation and review, etc.). Often we can use those assignments in the writing class and reduce workload!
14. READ WIDELY. The more you read of quality and varied types of literature, the better trained your ear will be for the natural flow of vocabulary, syntax and style.
15. TRY, TRY, TRY. *Writing is one of the hardest skills to learn.* It requires the highest level of thinking and organization of thought. Trying knocks the rust off the gears of the mind. Push through the difficulty even if the product is less than the best. ALL work can be revised and improved.
16. Writing is also intensely personal. It takes courage to expose your thoughts to paper. There is no other way to learn writing. Accept that revising will be hard and will "hurt". Accept that your writing is not YOU. You are more than your writing. You do many other things well already. You have writing strengths and writing weaknesses. Use your strengths, and work on your weaknesses.
16. **Read instructions carefully.** Be sure to follow through on every point.
17. **Communicate** when you feel you are missing some instruction or don't understand a concept. We will slow down, back up, and go over anything you feel you missed or have forgotten. Doing so is VERY NATURAL and expected! We are here to learn. The more we learn, the easier it gets. The end of this year will be different than the beginning of it!
18. We may not finish a book (program). We proceed at your own personal, progressive pace. This may mean using a different book from time to time or skipping some lesser vital sections.

19. We WILL do two research projects within the year.

Fall will focus on **research skills**: syntopical reading, locating and evaluating sources, taking notes, organizing content into outlines, and creating bibliographies, formatting a research paper (title pages, appendices, figures)

Spring will focus on **research writing**: The above plus writing from an outline, citing sources in text, revising, editing, proofing, presenting.

20. These are some of the major goals for writing for this year:

- a. Reading closely (prompts, literature, sentence construction)
- b. Creating graphic organizers to help categorize and sort information (brainstorming, diagrams, outlines)
- c. Making claims
- d. Supporting claims
- e. Cementing claims
- f. "hooks", transitions, conclusions ("take away")
- g. Formal writing
- h. Timed writing
- i. Revising, Editing, Proofing
- j. Citations and Plagiarism
- k. kinds of essays (writing with purpose)
- l. writing about literature
- m. writing in other disciplines
- n. tech writing (may have guest speaker)
- o. extending our vocabulary through word etymology and morphology

21. You must have **Word for Windows** or **Word for Mac** as word processing software. If this is not possible, get with me. It is up to you to learn the Word software. I will be happy to help with this, but not during our main sessions. We can have a special session with a guest speaker come and help us with Word or I will direct you to an online website that can help you with basic formatting, revising, and other necessary actions. See **Ridgeway Vistas** main page at

<https://readpsalm119.com/ridgeway-vistas>



RIDGEWAY VISTAS
Readpsalm119.com