



## Syllabus: Practices & Policies

2021-2022		Franklin High School	
<b>Section 1: Course Overview</b>			
<i>Course Title</i>	Creative Writing		
<i>Instructor Info</i>	Name: Hutchinsein	Contact Info: sahutchinsein@pps.net	
<i>Grade Level(s)</i>	9-12		
<i>Room # for class</i>	Room: SS-116 and M-235		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	N/A		
<i>General Course Description</i>	The exploration and development of each students innate writing ability and voice through practice, study, and collaboration. This class is meant to provide students with a deeper understanding of themselves and the means of expression at their disposal.		
<b>Section 2: Welcome Statement &amp; Course Connections</b>			
<i>Personal Welcome</i>	Welcome to Creative Writing! I am so excited to be here and to get to know each of you. My top priority is, and always will be, to support your learning, both as a student and as a person. Please reach out whenever you have any questions, need any support, or have anything you want to share with me. I will work hard to support each student and help foster a healthy, happy, and loving classroom community.		



<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<ul style="list-style-type: none"> <li>- Everyday writing</li> <li>- Types of writing: <ul style="list-style-type: none"> <li>- personal essay</li> <li>- creative nonfiction</li> <li>- fiction</li> <li>- poetry</li> <li>- drama, and more</li> </ul> </li> <li>- Writing skills that will be developed <ul style="list-style-type: none"> <li>- pre-writing</li> <li>- editing</li> <li>- re-writing</li> <li>- critiquing</li> </ul> </li> </ul>
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Course Connections to [PPS ReImagined Vision](#)


### Section 3: Student Learning

*Prioritized Standards*

The following standards will be explored in the course:

Creative Writing allows students to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

[PPS Graduate Portrait Connections](#)



**8/27 Work**


I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:

- Inquisitive Critical Thinkers with Deep Knowledge
- Powerful and Effective Communicators
- Positive, Confident, and Connected Sense of Self




<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:  <i>Special Education: Supports according to IEP mandates, i.e. extended time on assignments, simplified instructional materials and directions, audio-visual learning modalities, technology aides</i>  <i>504 Plans: Supports according to 504 mandates, i.e. behavior management support, preferential seating, technology aides</i>  <i>English Language Learners: Language supports where available, visual aides, graphic organizers and sentence starters when needed</i>  <i>Talented &amp; Gifted: Extended learning opportunities</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #1</li> <li><input type="checkbox"/> Career Related Learning Experience (CRLE) #2</li> <li style="padding-left: 40px;"><i>-The experience(s) will be:</i></li> <li><input type="checkbox"/> Complete a resume</li> <li><input type="checkbox"/> Complete the My Plan Essay</li> </ul>

 **8/27 Work**      **Section 4: Cultivating Culturally Sustaining Communities**

<p><i>Tier 1 SEL Strategies</i></p> <p><i>Shared Agreements</i></p> 	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student’s race, ability, language, and gender in the following way(s):</p> <p>Students will have created their own norms through small-group and whole class discussions about what is important to our learning community. Special consideration will be given to focusing our thinking as a community around race, ability, language, and gender equity.</p>
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	<p>I will display our Agreements in the following locations:</p> <p>Our norms will be read aloud at the start of each class period and included on daily google slide decks.</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>We will address the norms as a class each tutorial day. Thought will be given to what is working for our class, what is not, and how our norms can address and support learning for everyone.</p>
<p><i>Student's Perspective &amp; Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>Learning more about their interests, experiences, and dispositions through social-emotional learning breaks and active listening. This will also include encouraging community growth through group activities and discussion to foster a sense of belonging and comfort in our shared space.</p> <p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>By contacting me through my school email address (<a href="mailto:sahutchinstein@pps.net">sahutchinstein@pps.net</a>) or by calling my cell phone (267-987-5590) to talk or set up an in-person meeting.</p>



*Empowering  
Students*



I will celebrate student successes in the following ways:

By prominently displaying student work and achievement around the classroom.


I will solicit student feedback on my pedagogy, policies and practices by:

Requesting student feedback on assignments, both formative and summative, in order to better meet needs and appeal to interests.

When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:

By re-emphasizing our classroom norms, private discussion, and, when needed, community discussion and repair.



<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Allowing students multiple avenues to complete assignments, from which they can choose the style that best suits their talent and interests. Their work will then be displayed in a manner that celebrates their abilities and emphasizes skills and concepts mastered.</p>

**Section 5: Classroom Specific Procedures**

<i>Safety issues and requirements (if applicable):</i>	Our classroom is a safe space and there is language in the classroom norms about respect and consideration for others during classroom activities.
<i>Coming &amp; Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> <li>- Students are free to step out into the hall for a drink, quick snack, or to take a short break with no notification needed.</li> <li>- Bathroom and water fountain trips require a pass signed by me</li> </ul>
<i>Submitting Work</i>	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> <li>- Electronically Submitted</li> <li>- Hard copy</li> <li>- Verbally (when discussed beforehand)</li> </ul> <p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> <li>- Conference about assignment requirements/student needs</li> <li>- Discuss modifications based on time constraints</li> </ul>



<i>Returning Your Work</i>	<p>My plan to return student work is the following:  <i>Timeline: No more than one week after submission</i>  <i>What to look for on your returned work: Constructive feedback, glows and grows</i>  <i>Revision Opportunities: Resubmitted work must be discussed with me prior to</i></p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:   Canvas</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> <li>- posting assignments and materials to canvas</li> <li>- email check-ins during extended absences</li> <li>- conferencing with students upon return</li> </ul>

**Section 6: Course Resources & Materials**

<i>Materials Provided</i>	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> <li>- Texts</li> <li>- paper when needed</li> </ul>
<i>Materials Needed</i>	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> <li>- Charged Chromebook w/ charger</li> <li>- Notebook</li> <li>- Folder</li> <li>- Writing Utensil</li> <li>- Choice Book</li> </ul> <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <ul style="list-style-type: none"> <li>- Canvas</li> <li>- StudentVUE (synergy)</li> <li>- <a href="mailto:sahutchinsein@pps.net">sahutchinsein@pps.net</a></li> <li>- Tutorial periods</li> </ul>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <ul style="list-style-type: none"> <li>- My contact information</li> </ul>



- Canvas

## Section 7: Assessment of Progress and Achievement

### *Formative Assessments*

As students move through the learning journey during specific units/topics, I will assess & communicate their progress in the following ways:

- Grades
- Formative assessments
- Creative projects
- Verbal feedback/praise
- Email communication
- Written feedback
- Scores and comments on Canvas assignments

### *Summative Assessments*

As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their learned abilities:

- Project based learning
- Text based discussions
- Presentations
- Writing in multiple styles
- Art, music, performance
- Collaborative projects

### *Student Role in Assessment*

Students and I will partner to determine how they can demonstrate their abilities in the following ways:

- Self-assessments
- Tutorial check-ins
- Student surveys





## Section 8: Grades

### Progress Report Cards & Final Report Cards

<p><i>Accessing Grades</i></p>	<p>Students &amp; Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester:</p>
	<p>I will update student grades at the following frequency:</p>
<p><i>Progress Reports</i></p>	<p>I will communicate the following marks on a progress report:</p> <ul style="list-style-type: none"> <li>● <i>A = Extremely Proficient</i></li> <li>● <i>B = Proficient</i></li> <li>● <i>C = Developing Proficiency</i></li> <li>● <i>D = Emerging Proficiency</i></li> </ul>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester:</p> <p style="margin-left: 40px;">A (100 - 90%)          B (89.99 - 80%)          C (79.99 - 70%)          D (69.99 - 60%)          INC (59.99 - and below)</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> <li>● <i>A = Extremely Proficient</i></li> <li>● <i>B = Proficient</i></li> <li>● <i>C = Developing Proficiency</i></li> <li>● <i>D = Emerging Proficiency</i></li> <li>● <i>INC = Not Showing Proficiency</i></li> </ul>
<p><b>Other Needed info (if applicable)</b></p>	

