

# Columbia School District's Writing Expectations

## What are they and why do we do them?

Each graduating senior will have completed the seven required writing expectations that are outlined in the CSD Graduation policy and procedure, 2410/2410p. The seven writing expectations are taught and submitted through the student's on-campus English courses their sophomore, junior and senior years. \*If a student does not take an English class on the CHS campus, their work is still required, and must be submitted through the CHS office, see the Guidance Counselor or Principal for more details. The process is meant to teach students how to better communicate by writing in multiple forms and editing their work until it is the best it can possibly be.

The following are the primary objectives for writing expectations:

- Students will write sentences that are grammatically correct, demonstrate a variety of patterns of expression, and are free of spelling and punctuation errors in the editing of their works.
- Students will produce works that are revised effectively for unity, focus, balance, language, and flow.
- Students will demonstrate a rich vocabulary, an understanding of denotative and connotative meanings, and an understanding of the levels of language and their appropriate usages.
- The student will demonstrate an understanding of audience appropriateness in their writing.

**Description of Each Required Expectation** A student is expected to complete and keep a portfolio consisting of the following seven writing expectations:

### **TWO SHORTFORMS:**

- One must be an exposition, kinds, ways, area, time, or persuasive.
- Each must be five paragraphs and 750-1000 words long.
- During the on-campus sophomore English course, each student will be taught how to and asked to write at least one of each of the types as classroom assignments. 2 of these will need to be revised for full approval as writing expectations.

### **LITERARY ANALYSIS:**

- Must present a point of view and successfully analyze a specific topic.
- Must be 1000-1500 words in length.
- During the on-campus junior English course, each student will be taught how to and asked to write two analysis essays. One of these will need to be revised for full approval as a writing expectation.

### **RESEARCH PAPER**

- Students will be required to write 3,000-3500 words.
- Students must complete each step of the research process as part of the exit.
- Paper is to cover background information, demonstrate an issue, provide a large amount of information, and create a conclusion that comes to a point.
- Paper includes at least 5 sources, cited appropriately
- During the on-campus junior English course, each student will be taught how to and asked to write a research paper. It will need to be revised for full approval as a writing expectation.

### **COVER LETTER & RESUME**

- Students must use appropriate formatting and wording appropriate to successfully finding employment or further education.
- During the on-campus senior English course, each student will be taught how to and asked to build a resume and cover letter. They will need to be revised for full approval as a writing expectation.

### **PERSONAL NARRATIVE**

- Topic will be determined by samples from applications to an apprenticeship, tech school, college entrance, scholarship forms or similar relevance.
- Must be 300-500 words in length.
- During the on-campus senior English course, each student will be taught how to and asked to write a personal narrative. It will need to be revised for full approval as a writing expectation.

### **SENIOR EXIT PAPER**

- Students will connect this exit to their Senior Project, discussing what they learned and how their project has impacted their lives.
- Must be 300-500 words in length.
- During the on-campus senior English course, each student will be taught how to and asked to write an exit paper. It will need to be revised for full approval as a writing expectation.
- This writing expectation is also a part of the culminating project for seniors.

### **SUBMISSION AND PASSING POLICIES**

- All writing exits will be completed as classroom assignments; *if the student is not enrolled in an English class on the Columbia campus, they are still responsible for all writing expectations.*
- All writing exits will be completed as classroom assignments; however, it is important that the student realizes that they will be required to do much of the editing process on their own time.

- Papers will be evaluated on a four point rubric; students can receive no lower than a 3 in any area for the exit to be passed.
- There is no limit regarding how many times an essay can be revised and turned in.
- Students are expected to save ALL of their exits electronically in a folder set up during their sophomore year; the folder is to be stored on their school server (computers).
- Parents/Guardians will be updated on their child's progress via quarterly mailings.
- Students submit writing expectations to their present English instructor if taking an English class on the CHS campus. If the student is not taking an English class on the CHS campus they can turn their writing expectations in for review or submission to the CHS office.