

**EISENHOWER
MIDDLE SCHOOL**
2011 - 2012
Student Handbook

Mr. Lee Nittel
Principal

Ms. Donna Sugarman
Assistant Principal

ENCOURAGE...

MASTER...

SUCCEED...

47 Eyland Avenue
Succasunna, New Jersey 07876

Telephone: (973) 584-2973

Fax: (973) 584-4529

Website: <http://www.roxbury.org/ems/>

This agenda book is being issued to:

NAME _____ HOMEROOM _____

ADDRESS: _____

CITY/TOWN: _____ ZIP CODE: _____

PHONE NUMBER: _____

**Agenda Books Provided by the Eisenhower Middle School
Parent Teacher Association**

This agenda is considered to be a textbook. This book should be carried by all students and may not be defaced. A \$5.00 assessment will be charged for its replacement.

The rules you are about to read in this student handbook are in addition to our broad, discretionary authority to maintain safety, order, and discipline inside the school zone. These rules support, but do not limit, our authority.

You are under the authority of the school from the moment you step on the school bus in the morning until you return home at the end of the day. School rules are in effect on your way to school, on your way home, and during all school activities. Students may not leave the property during any school function.

As students at Eisenhower Middle School you will have the opportunity to be involved in courses and experiences that will better prepare you for high school. Our curricula will provide you with the knowledge and skills that are the foundation for your educational growth. Our teachers will also provide guidance, assistance and leadership in helping establish your goals in life.

The development and practice of good habits and attitudes are part of what makes an educated person a better citizen and human being. Part of our school life involves the following of rules and regulations that help large groups of people work and live together. These rules and regulations will teach you to respect the rights, privileges, and feelings of others. By accepting your responsibility, you, in effect, protect your rights as a student in our school and citizen in society.

STUDENT SAFETY

The safety of students shall be ensured through close supervision in the building and on school grounds. Visitors shall enter the school through the main entrance of the building, the only doors accessible from the outside. Visitors should then report to the main office and sign for and receive a visitor's pass. The identification pass should be prominently displayed. In no case should a student remain after school unless they are under the direct supervision of a teacher.

GUIDANCE DEPARTMENT

973-584-2973 Ext. 2009

Ms. Manguiat	Grade 8 Counselor	Ext. 2007
Mrs. Torres Davis	Grade 7 Counselor	Ext. 2006
Mrs. Esposito	Student Assistance Counselor	Ext. 2008

Eisenhower Middle School's Guidance Program is focused on the developmental changes; academically, socially, and emotionally, that directly and indirectly affect learning in a safe and confidential environment. Our program includes individual and group activities; the purpose of which is to help students help themselves. Our counselors, in coordination with our teaching staff, are the basic units of guidance in our school. Together, they provide a network of support to guide students through their middle years at EMS. Guidance Counselors remain with their students throughout their middle school years. Our counselors provide students' opportunities to learn and practice peaceful conflict mediation to interpersonal challenges. In addition, they provide resources on community and county services. The counselors meet with team/cycle teachers regularly in order to provide valuable input on student background and history, interpret test data, and provide a link between home and school. In addition to our guidance staff, we also have a Student Assistance Counselor who works with our students to meet a range of student issues, from social issues to issues with substances.

GRADING PHILOSOPHY

In the Middle School an atmosphere is provided in which each student has the opportunity to work toward his or her highest capacity of learning. Students are evaluated on demonstrated performance in relation to an estimate of ability based on prior record of achievement in conjunction with available educational criteria.

GRADING POLICY

97 – 100 = A+	93 – 96 = A	90 – 92 = A-
87 – 89 = B+	83 – 86 = B	80 – 82 = B-
77 – 79 = C+	73 – 76 = C	70 – 72 = C-
67 – 69 = D+	63 – 66 = D	60 – 62 = D-
	Below 60 = F	

ATTENDANCE POLICIES AND PROCEDURES

To report an absence: 973-584-2973 ext. 2010 or press 1

- An **excused absence** is delineated by a serious illness as verified by a physician's note. A death in the family and religious holidays, as outlined by the State Department of Education, must be verified by a note from home.
- **Unexcused absences** include family vacations. If students must be out for family reasons, please send a note at least one week prior to the absence in order for teachers to collect work for the student during this absence. Students are responsible for picking up these assignments and handing in completed work to the teacher upon return to school.
- After 4 unexcused absences in any quarter, the student's parent(s) will be contacted and a conference will be held.
- With excessive absences, notification as per NJ Statute 18A: 38-29 may be issued to the parent(s). If no improvement is then shown, legal proceedings may result as per 18A 38-31.
- **Homework** – Parents should call the Guidance Office prior to 10:00 am for homework requests. Students absent for one day should contact a friend to obtain homework assignments or logon to Genesis on-line gradebook. The number for the Guidance Office is 973 – 584 – 2973 (2009). Homework can then be picked up in the Guidance Office after 2:29 pm.
- **Anticipated or Prearranged Absences and Early Dismissals** – Parents should notify the Guidance Secretary for any anticipated absence from school, whether excused or unexcused. Early dismissal requests must be in writing from a parent/guardian and presented to the middle school guidance secretary before homeroom. The student will be given a pass that should be shown to the classroom teacher prior to leaving class for dismissal. The parent/guardian or designee must be 18 years old and must come into the office and sign out the student before being dismissed.

TARDINESS POLICY

Students will be considered tardy if they report to school after the late bell at 8:06 am. Anyone coming into school after that time **must report to the Guidance Office to sign in.**

1 st Tardy:	Verbal Warning from teacher/administration
2 nd , 3 rd , and 4 th Tardy:	Student meets with team and parents notified by administration
5 th , 6 th , and 7 th Tardy:	Student will be assigned an administrative detention
8 th Tardy:	Saturday Detention
9 th , 10 th , and 11 th Tardy:	In-School Suspension
12 th Tardy:	Out-of School Suspension and referral to I&RS

HEALTH OFFICE

EMS Nurse Mrs. Cusack 973-584-2973 (Ext.2005)

A registered nurse is on duty to give first aid, conduct health screenings, administer medications, give assistance to students who are ill, and to provide information to assist students in maintaining wellness or in managing chronic or short-term illnesses.

All medication, either prescription or non-prescription, must be kept in the nurse's office. In addition, a written note from the parent and the physician must accompany any medication. These notes will be kept in the student's file.

Any medication to be administered by the school nurse must be delivered directly to the nurse prior to homeroom. Medication must be brought to school in its original, properly labeled container by a parent or guardian

STUDENT EXPECTATIONS

All students at EMS are bound by the law, the policies of the Roxbury Board of Education, and the school's administration.

- First and foremost, the most crucial expectation for all students at Eisenhower is that of respect. Students will demonstrate respect for the faculty, staff, and other students while in the building or while participating in any extra-curricular activity.
- Students will respect the building and grounds. Students will not deface any property; this includes writing on desks, writing on the walls, messing bathrooms, kicking lockers, or spiking books.
- Students will refrain from behaviors that put the safety of others at risk.

ACADEMIC INTEGRITY

As per Board policy 5701, the highest standards of honesty apply to a student's actions. Copying and plagiarism are both forms of cheating. An explanation of plagiarism may be found in *Resources for Writing a Research Paper* on pages 17 and 18 of this Agenda. Any work which was completed by dishonest means will receive a grade of "0". Disciplinary consequences for Forgery and Cheating are as follows:

- 1st Offense: In School Suspension
- 2nd Offense: In School Suspension/Conference with Administration and Parents
- 3rd Offense: Out of School Suspension

BUS CONDUCT

Students assigned to a bus must realize that the bus driver is the figure of authority on the bus and that they must follow all of the rules as outlined by this individual, including:

- Respect the driver at all times.
- Enter and leave the bus in an orderly manner.
- Ride only the bus to which they are assigned.
- Board the bus immediately following school. Students will not congregate outside of the school building.
- Be and remain seated while on the bus.
- Talk in a reasonable tone of voice and avoid loud noises.
- Extend no portion of the body or any other objects out of the bus windows.
- Keep aisles clear at all times.
- Must wear a seat belt if available on the bus.
- Refrain from smoking, using, or possessing any tobacco products, eating, and drinking on the bus.
- Students may ride only the bus assigned to them.

CAFETERIA CONDUCT

The cafeteria is where we all meet to eat. It is a large, cheerful room where students may dine in comfort with their friends. Procedures for the cafeteria are:

- Students must come in and sit prior to being called up to the food serving areas.
- When called, students must form a single file line leading into the food service area.
- All movement in the cafeteria is to be done while walking not running.
- Each student is responsible for his or her own table and eating area. Each student is expected to bus his/her own table, including recycling of cans and bottles.
- Treat all staff with respect. The cafeteria personnel are the teachers within the cafeteria and must be treated as such.
- If the whistle blows during lunch, all students must become quiet to listen for announcements.
- Use appropriate manners when eating and interacting with peers.

LEVELS OF SUPPORT FOR THE PROGRESSIVE DISCIPLINE PROCESS

The goals of the Eisenhower Middle School Progressive Discipline Process are:

- To maintain a positive, safe learning environment for all students while providing support for those students who interfere with this process.
- To provide support and intervention structures for students who, for various reasons, demonstrate behaviors in conflict with the school community's expectation that students be respectful, courteous, and responsible.

To utilize support and intervention structures designed to work with students and teachers in developing a caring community where mutual problem solving and inter-dependence are emphasized and modeled.

LEVEL I – Teacher and Student

The teacher meets with the student to:

- Identify the behavior
- Discuss/help the student problem solve
- Involve the student in developing an action plan for a change in behavior for which the teacher and student agree
- The teacher will contact the parent/guardian

The classroom teacher provides the first and most important level of support and intervention.

The classroom teacher has the autonomy in creating a classroom environment within which rules and expectations are established and communicated with students.

LEVEL II – Team/Cycle Teachers, Student Services, Administration and Student

If a behavioral change is not observed, the teacher will consult with and/or refer the student to one or more of the following: the student's Counselor, Intervention & Referral Services, Assistant Principal, in addition to parental involvement.

LEVEL III – Assistant Principal and Student

If neither Level I nor II results in a change of behavior, the student will be referred to the Assistant Principal for appropriate administrative action. Copies of all written referrals are kept on file, sent to the Guidance Counselor, and a report is mailed home indicating the reason for the referral and the specific administrative actions taken as a result.

LEVEL IV – Principal and Student

If Levels II, III, and IV result in no change of behavior, the student will be referred to the principal for appropriate administrative action.

Most behavioral issues can be resolved at Level I or Level II; however, students will be referred directly to administration for serious discipline matters for intervention and disciplinary action if behavior is deemed inappropriate or in violation of district wide policies. Administration makes all final decisions concerning how discipline issues are handled at Level III and Level IV, including assigning appropriate consequences.

The bullying policy of the Roxbury Board of Education states that bullying, hazing, harassment, and intimidation will not be tolerated. The Middle School follows the guidelines, policies, and procedures approved by the Board of Education. Violations of this policy should be reported, in person or anonymously to the Guidance Office. If necessary, consequences will be assigned at the discretion of administration in order to persuade students to make better behavioral choices in the future.

GENERAL INFORMATION

Gum chewing on school grounds is prohibited during the school day.

BICYCLE POLICY

As per Board Policy 5514, students who bike to school must obtain permission slip from the Main Office. Permission slips must be signed by a parent(s) or legal guardian(s) and returned to the Main Office.

Bicycles should be in sound condition and equipped with:

- A rear reflector
- A bell or other signaling device other than whistle or siren
- Brakes
- A lock and chain
- If used after dark, a white front light and red rear light, each visible 500 feet
- The operator may not permit a second person to ride on the bike with him or her
- The operator will keep his/her hands on the handlebars and feet on the pedals while operating the bike on the street
- The operator will not "hitch" a ride on any moving vehicle
- The operator will walk the bicycle while on school premises
- The operator will store his/her bicycle in a rack provided by the school. Pupils are advised to keep bicycles locked when not in use
- The operator will wear a helmet

DRESS CODE POLICY

Clothing should be clean, safe, modest and appropriate so as not to be a distraction within the school. Students should discuss selection of clothing with their parents, keeping in mind that certain styles and dress may not be appropriate for school. The following dress code has been developed in accordance with Policy No.5511 of the Roxbury Board of Education. The following garments and articles are prohibited:

- Extremely low-cut, tight fitting or transparent clothes, bare midriffs, and suggestive clothing;
- Skirts, dresses, and pants that end higher than mid-thigh;
- Outdoor jackets, coats, or hats except when entering or leaving the building and when there is a defect in the heating system;
- Bare feet, unsafe footwear, cleated shoes, and footwear intended for the beach;
- Patches and decorations that are offensive or obscene;
- Undershirts (underwear) worn without an outer shirt;
- Short shorts;
- In the classroom, clothing required for physical education classes
- Hats are not to be worn during regular school hours

See-through clothing, shirts without sleeves (i.e. halters, tube tops, spaghetti straps, muscle shirts, tank tops, off shoulder or one shoulder tops) and fishnet clothing are not to be worn during the school day. Hats, hooded sweatshirts, bandanas, head bands, and any other head attire (unless it pertains to a school or class activity i.e. Hat day) are not allowed.

CHANGING CLASSES

- Please keep to the right and always walk.
- Talking in the halls is permitted, provided there is no loud talking or shouting.
- Talking to friends may cause lateness for class.
- Students entering class after the bell will need a late pass.
- Do not run, push, or engage in horseplay as these may cause a serious accident.
- Lateness to class may result in disciplinary action.

STUDENT ACTIVITIES

Eisenhower Middle School's philosophy believes that the middle school is designed to provide opportunities for students to participate in a variety of activities and programs that promote healthy living and positive interactions with peers and adults. Some of the opportunities offered to students include:

Co-Curricular Clubs and Programs: Chess Club, Art Club, Yearbook Club, School Newspaper, Literary Magazine, Drama Club, Student Council with many active committees, Academic Team, Peer Leadership, Builders Club, Band/Choir, Encores, and Jazz Band are also available to students.

Band, orchestra, and choir are classes. Students must report to those classes on time and attendance is mandatory as these are evaluated classes. Non-attendance is considered cutting class and will result in disciplinary consequences. The band, choir, or orchestra teacher may pre-approve other arrangements based on the student's need.

IMPORTANT: Students attending evening performances (as audience members) must be accompanied by an adult.

HOMEWORK

Homework plays a vital role in developing good work habits and reinforcing learning. Middle school students can expect an average of 15-20 minutes per subject per night of homework. As per Board of Education Policy, the intention of homework is to:

- Provide for essential practice in skills
- Enrich and extend classroom experiences and build positive work and study habits
- Provide experiences in finding sources and gathering data
- Encourage the development of self-discipline and integrity
- It is expected that homework serve a valid purpose, and it should never be used as a punitive measure.

MEDIA CENTER

The school media center is open for all students during the day for browsing, research, reading, and checking our materials.

Students wishing to utilize the Media Center must first get a pass from a teacher – without a pass, no student will be permitted entrance. The media specialist schedules classes in the media center for instruction and research using print and electronic resources.

Students can borrow books for a period of two weeks. A student may renew these books for an additional two weeks provided they have the book with them at the time of renewal, and they do not have "unpaid" charges on their account.

Reference books and magazines are on reserve and can be used by students in the Media Center only. 14 Computers are located in the Media Center and are available for use by the students; however, scheduled classes take priority on the computers. The computers have online word processing, power point, reference databases, and the Online Public Access Catalog (OPAC). Chess Group Instruction is available to the students at certain times throughout the year during the EHA periods.

Media Center website is at <http://www.roxbury.org/ems/media.html>

The Eisenhower Middle School Media Center aligns itself with the Media Center "Fine Policy" presently in place at the Roxbury High School. A late-fee of \$0.05 is assessed to each overdue item per school day, with a maximum of \$2.00 charged per overdue item. Fines do not accumulate when the school is closed or when a student is absent due to sickness. However, should an item become due on a day when the borrower is absent due to sickness, the student is advised to return the item(s) to the Media Center prior to homeroom on their first day back to school to avoid accumulating fines.

TEXTBOOKS

Books for each subject are loaned to students with the understanding that they will be taken care of properly. It is the responsibility of every student to prevent damage or the loss of this material. There will be a charge for books that are lost or show evidence of excessive wear or damage. All books should be properly covered, and each student should place his/her name in the textbooks as directed by the teacher. No student should weaken the binding of any school textbook by inserting extraneous materials inside the book. It is school policy to have all books covered within one week.

Teachers will inspect all textbooks periodically to be sure they are being taken care of properly.

PASSES

Students are not permitted in the halls without the standard hall pass or classroom lavatory pass during the school day. Students requesting to use the lavatory must record their name and time in the class "sign-out" book before obtaining the lavatory pass. Students are not permitted to use the lavatories, visit the nurse's office or request to see a guidance counselor between classes unless they have a pass from a classroom teacher.

PHYSICAL EDUCATION AND HEALTH

Dress Code for Physical Education class includes:

- Tee Shirt – no buttons or zippers. No tank tops or sleeveless shirts.
- Shorts – Must be athletic type with no fringe or belt loops. No denim or cut-off shorts. Shorts must be longer than the tips of your fingers when the students' arms are extended fully at their sides.
- Sneakers – must be rubber-soled athletic shoes. Must have shoelaces or other fastening agents, and shoes must be securely fastened to feet. No hiking-type sneakers or backless, slip on sneakers.
- Sweats – Students may bring in sweatshirts or sweatpants to class to wear.
- Jewelry – Body adornments, including but not limited to, body piercing jewelry that may jeopardize the safety and well being of the students and other are prohibited. All piercings must be removed from ears, eyebrows, nose, tongue, or other parts of the body.

Violation of the PE Dress Code Policy will result in loss of up to full credit for the day's class.

Physical Education Excuses

If a student needs to be excused from PE for medical reasons, a note from the parent should be brought to the Nurse's Office. If the excuse extends beyond 3 days, a note from a physician will be necessary. If a student is excused from PE for a fracture, operation, or extended illness, a note from a physician must be presented to the Nurse before the student is may resume class.

Our Physical Education program has been developed to individualize instruction for students with medical limitations. This allows all students to participate in class each day.

LOCKERS AND LOCKS

Every student at Eisenhower Middle School has a locker. The homeroom teacher will assign each student an individual hall locker on the first day of school. All students are required to secure their lockers with an approved combination lock. Locks may be purchased for \$5.00 in the main office.

All lockers are considered school property and are subject to search by the administration on a regular and periodic basis. The school **does not** assume responsibility for your personal property, therefore lockers should be secured with a lock at all times and the combination should not be shared with anyone.

PERSONAL ELECTRONIC EQUIPMENT

- Students may listen to Ipods/MP3/CD players while on the bus. All headphones must be removed upon entering the building. All listening devices must be kept in students' lockers during the course of the day.
 - 1st Offense: Administrative Warning/confiscation day
 - 2nd Offense: Administrative detention/confiscation week, return to parent/guardian only
 - 3rd Offense: In School Suspension/confiscation year, return to parent/guardian only
- Laser pens are not permitted in school.
- Student Cell Phones and Pagers must be turned off upon entering the building. **ALL CELL PHONES MUST BE KEPT IN THE STUDENTS' LOCKERS DURING THE SCHOOL DAY – NOT IN PURSES OR POCKETS.**
 - 1st Offense: Administrative Warning, parents/guardian MUST pick up phone at school
 - 2nd Offense: After School Detention, parents must pick up phone from School Resource Officer
 - 3rd Offense: In School Suspension, pick up phone from School Resource Officer, sign disciplinary persons offense

FIRE DRILLS AND EVACUATION PROCEDURES

It is the purpose of these drills to prepare the student body to meet any emergency that might require a rapid mass exit.

To facilitate the evacuation of the building during fire drills and other emergencies, the following rules should guide your actions:

- **Talking is NOT permitted.**
 - Pupils should move into the corridor in single file; each class will move out of the building side by side so that there will be double lines throughout the corridors.
 - Exit through the nearest door indicated on the classroom evacuation chart.
 - Walk rapidly, but do not run.
 - Listen for directions.
 - The classroom teacher nearest the exit will designate students to hold the exit doors open.
 - Once the class is outside the building, stay together in single file, approximately fifty feet away from the building.
 - Students clearly acknowledge your name when the teacher takes attendance.
 - When reentering the building, **THERE SHOULD STILL BE NO TALKING.**
1. Keep in mind that there may be emergencies that cause the inaccessibility or blockage of some of the normal exits. In this case, obviously, the rule of evacuating by the nearest exit should be applied.
 2. During all fire drills, activities taking place outside of the building should be immediately terminated and youngsters assembled into class groups.
 3. At all times, unless otherwise directed, the ringing of the fire bell implies that all persons should evacuate the building except the designed fire wardens.

If a Code Gold or Code Blue alert is given, students must immediately become silent and follow all directions.

ASSEMBLIES

At all times, a student's behavior must reflect the expectations of our school, being respectful and refined. An indication of the cultural level of a school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable behavior includes, but is not limited to, whistling, talking, uncalled for clapping, boisterousness, and varied distractions during a program.

FIELD TRIPS

During the school year, students will be given the opportunity to attend field trips through their team or grade level. As a school, we are committed to making each field trip a key learning experience, tied into your child's curricular program. At the same time, it is our hope to provide the students with enjoyable learning experiences.

It is important that students stay with their chaperones, show a willingness to cooperate with those in charge, obey all rules, be on time, and be considerate of other students and adults. As a school, we cannot take the chance that a student will leave his or her chaperone on these trips, and we will not accept defiant behaviors. If a student's behaviors during the academic year indicate an inability or unwillingness to accept the responsibilities stated above, your team of teachers will meet with administration to decide if you need to be excluded from the trip.

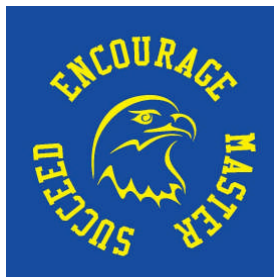
SCHOOL DANCES

School dances will be from 7:00 pm to 9:00 pm. Doors will open at 7:00 pm. At school dances, all school rules and policies are in effect. Students not in school the day of the dance for any reason may not attend the dance that evening. Student photo ID's are required for purchase of ticket and for admission to the dance. The ID must be from the current school year. Dances are open to students currently attending Eisenhower Middle School; absolutely NO visitors or students enrolled in classes at other schools may attend. **Students should be picked up promptly at 9:00PM**

IMPORTANT: Parents must sign a School Dance Permission Slip at the beginning of the school year.

STUDENT RECORDS

Student records are maintained for the benefit of the student according to state code. Parent/Guardian and/or adult students have the right to request an appointment with the school to review the record. Student records are viewed only by professionals at Roxbury Public Schools who have a direct concern for the students. Release of transcripts or other permanent record data to anyone other than those designated by the State Department of Education shall require a written statement by the parent/guardian or an eighteen-year-old student. Further information about student records is in BOE policy 8330, available on the district web site.



Study Skills

Manage Your Time

- ***Develop a daily and weekly schedule.
- ***Create a to-do list.
- ***Set priorities.

STUDY METHOD SQ3R

SURVEY	<i>Survey</i> the entire assignment. Note headings, boldfaced and/or italicized material, charts, outlines, and summaries.
QUESTION	<i>Question</i> – What should you know after reading? What made you curious while you surveyed? Make a list of questions.
READ	Look for answers to your questions while you <i>read</i> . Re-survey .
RECITE	<i>Recite</i> answers to each question in your own words. <u>Write</u> notes or highlight/underline important information.
REVIEW	<i>Review</i> the material by <i>rereading</i> quickly, looking over questions, and <i>recalling</i> answers.



TRIPLE STRENGTH
LEARNING
Seeing, saying, hearing –

QUADURUPLE STRENGTH
LEARNING
Seeing, saying, hearing, and
writing!

For more information, go to
<http://www.studygs.net/texred2.htm>

Writing Jargon



Analyze	to examine by breaking into smaller parts and then studying how the parts relate to each other.
Cite	to quote, mention, or refer to information that serves as a good example.
Compare	to look for similar qualities or characteristics.
Contrast	to stress the dissimilarities of things, qualities, events or problems.
Criticize	to evaluate and judge the merits and faults of something.
Define	to provide a concise and clear meaning.
Describe	to provide characteristics and features; to develop a detailed image.
Discuss	to examine and present details of a topic from a variety of viewpoints.
Evaluate	to draw conclusions by examining.
Explain	to clarify and interpret with reasons and examples.
Infer	to conclude by reasoning that is based on evidence that is only hinted or implied.
Interpret	to make sense of by offering a personal judgment about.
Justify	to provide an acceptable/convincing explanation for decisions or conclusions.
Outline	to organize ideas under main points and lesser points.
Speculate	to guess at based on incomplete evidence.
State	to present main points in a clear and concise manner.
Summarize	to provide main points or faces in a condensed form.



Successful Writers use a RAFT!

Role –

What is your position?

Audience –

Who will read it?

Format (and purpose) –

How will you present your information?
Will you express, inform, persuade or
create?

Topic –

What will you write about?

Six Traits of Good Writing

- Ideas and Content – My writing is focused, clear, and specific.
- Organization – My writing has an understandable and logical direction.
- Voice – My writing is engaging and powerful.
- Word Choice – My writing is clear, vivid, and precise.
- Sentence Fluency – My writing is varied and natural.
- Conventions – My writing includes accurate spelling, acceptable paragraphing, proper grammar, and the correct use of capitals and end marks.

The Writing Process

















<http://faculty.uoit.ca/hughes/Writing/WritingProcess.html>

Transitional Words and Phrases to Organize Your Writing

Comparing Ideas	Also, another, similarly, and, moreover, likewise, in like manner
Contrasting Ideas	Although, in spite of, but, instead, still, however, nevertheless, yet, on the other hand, on the contrary, in contrast, conversely
Showing Cause and Effect	As a result, so that, since, therefore, consequently, with the result that, hence, due to, in other words
Showing Time	After, afterwards, before, then, once, next, last, at last, at length, first, second, etc. at first, formerly, rarely, usually, another, eventually, finally, thereafter, meanwhile, simultaneously, previously, eventually
Showing Place	Above, beyond, into, across, down, next, around, here, there, over, before, behind, inside, under, beneath, nearby, at the bottom/top, to the right/left, surrounding, adjacent
Showing Importance	First, mainly, then, last, more important, to begin with, above all, of course, certainly

EDITING CHART

Symbol	Meaning	Symbol	Meaning
	spelling error		capitalize
	new paragraph		make lower case letter
	not needed		reverse order
	insert		run-on sentence
	insert a comma		fragment
	insert quotation marks		confusing or unclear
	insert a period		take out or delete

From: <http://www.kimskorner4teachertalk.com/writing/writingprocess/editingchart.html>



The Five W's of Web Site Evaluation

<p style="text-align: center;">WHO?</p> <p>Who wrote the pages and are they an expert? Is a biography of the author included? How can you find out more about the author?</p>	<p style="text-align: center;">WHAT?</p> <p>What does the author say is the purpose of the site? What else might the author have in mind for the site? What makes the site easy to use?</p>	<p style="text-align: center;">WHEN?</p> <p>When was the site created? When was the site last updated?</p>
<p style="text-align: center;">WHERE?</p> <p>Where does the information come from? Where can I look to find out more about the producer/sponsor?</p>	<p style="text-align: center;">WHY?</p> <p>Why is this information useful for my purpose? Why should I use this information? Why is this page better than the other?</p>	

Giving Credit Where Credit is Due

Avoid plagiarism ... give credit!

What is plagiarism? Plagiarism is directly using or paraphrasing others' ideas and words without clearly acknowledging the source of the information. It's **stealing** intellectual property.

To avoid plagiarism, you must **give credit** whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings that are not common knowledge;
- quotations of another person's spoken or written words
- paraphrase of another person's spoken or written words. Changing a word or phrase does not make an idea, opinion, or theory yours.

Suggestion: If you are not sure if something is common knowledge, either ask your teacher or give credit to the source. It's always better to cite than not.

For more information on plagiarism, you can visit the following sites:

<https://www.indiana.edu/~istd/>

http://www.wadsworth.com/english_d/special_features/plagiarism/WPAplagiarism.pdf

<http://owl.english.purdue.edu/owl/resource/589/01/>

So, how do
you give
credit?

**Read on
to find out!**

Here's the answer:

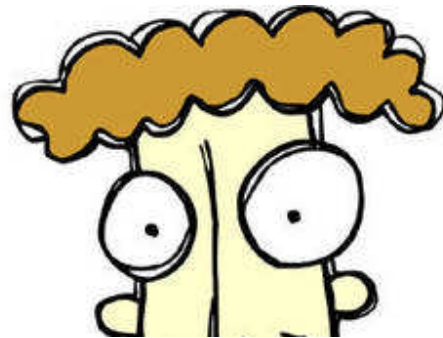
In-text Citation

An in-text citation is a way to let the reader know where you obtained the information. It provides immediate credit to the source and lets the reader know you did research!

In-text citations are simple to do. All you need is the author's name and a page number. That's it. Just an author's name and page number. It looks something like this:

Writing writing writing writing (author's last name page #). Writing writing writing writing writing writing.

- ✓ Did you notice that there are parenthesis around the author's last name and page number?
- ✓ Did you notice that there is no comma between the author's last name and page number?
- ✓ Did you notice that the period is after the parenthesis?



Here's another example *with real words* taken from Purdue's On-line Writing Lab:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263). Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263). Wordsworth extensively explored the role of emotion in the creative process (263).

The in-text citations tell a reader that the information in both examples occurs on page 263. Did you notice...The clever writer worked the author's name into the citation in a different way the second time. (Try that!)

Now if the readers want to find out more, they can look up Wordsworth on the Works Cited page.

What's a Works Cited page?

Answer: It's a list of the resources that a writer used to write a page.

The entry for Wordsworth's work looks like this:

Wordsworth, William. *Lyrical Ballads*. London: Oxford U.P.,
1967. Print.

Translation:

Author's last name, first name. Title. Place of publication: Publisher,
copyright date. Format.

- Notice the placement of commas and periods.

There are lots of rules for a Works Cited page, but they are all easy.

Here are some rules:

1. Every line on the page is double spaced.
2. Entries are arranged alphabetically by the author's last name, or if there is no author, by the first major word in the title.
3. Entries are not numbered.
4. The first line of an entry begins at the margin. The second line (if there is one) is indented. *Think: opposite of a paragraph.*

For even more detailed information about in-text citations and works cited pages, go to <http://owl.english.purdue.edu/owl/resource/747/02/>

LITERARY TERMS

Every discipline, every job, has its own jargon. To study literature and to create stylistic writing, you should know the following terms.

Allusion: A reference to a person, place, thing or event, historical or fictional.

Antagonist: A character who opposes the protagonist.

Characterization: The methods an author employs to bring a character to life, such as description, action, thoughts, dialogue, reactions of other characters. Characterization allows a reader to infer personality traits.

Climax: The turning point in a story where the protagonist must make a decision that will bring about the resolution.

Conflict: A struggle between opposing forces which may be internal or external.

Connotation: What a word suggests beyond its basic definition or dictionary meaning (or denotation); the emotional associations.

Diction: One's choice of words.

Exposition: Background information presented in a literary work; where setting and characters are initially introduced.

Foreshadowing: Hints or clues in a story that suggest events that will occur later.

Hyperbole: Exaggeration used for emphasis or to heighten effect.

Imagery: Concrete, sensory details that create vivid impressions and emotional suggestions.

Inference: A reasonable and intelligent conclusion drawn from information provided by the author.

Irony: A contrast between what is expected, or what appears to be, and what actually is.

Dramatic irony occurs when the audience or reader knows more than some characters do.

Situational irony refers to an action or event that is the opposite of what was expected or intended.

Verbal irony describes a contrast between what is said and what is actually meant.

Metaphor: An implied comparison between two relatively different things that share a similar quality.

Mood: The atmosphere or overall feeling in a literary work created by setting, description, etc.



Personification: Giving human (a person's) characteristics or qualities to nonhuman things.

Plot: A series of related events leading to a resolution of some internal or external conflict. The details of a plot are linked in a chain of events and often follow a pattern: a situation is established, a conflict arises, events lead to a climax (decision), and the situation is resolved.

Point of view: The perspective from which a story is told.

First person: The narrator ("I") is a character in the story who can reveal only personal thoughts and feelings.

Third person objective: The narrator who is outside the story and reports on the events.

Third person limited: The narrator is outside the story, but sees into the mind of *one* character.

Third person omniscient: The narrator is outside the story, but is all-seeing and all-knowing and can enter the minds of many characters.

Protagonist: The central character around whom the story revolves.

Resolution: The events following the climax, where the writer ties up loose ends and suggests long-term results; the resolution may only be implied.

Setting: Where and when a story takes place.

Simile: A direct comparison between two relatively different things, usually using like or as.

Symbol: Something that represents something greater than itself.

Theme: The central idea explored in a literary work. **To find theme, ask:** What is the subject of the story? What is the author saying about the subject?

Tone: The author's attitude towards the subject.