



About WriteAtHome.com

WriteAtHome uses simple web technology to combine **online tutoring** and a **complete writing curriculum** into proven, guaranteed writing skills development program.

We offer comprehensive 16-week semester and 32-week annual courses for students in grades six through twelve, as well as 9-week workshops dedicated to particular types of writing projects, such as essays, short stories, and research papers.

New this year is our **SAT Essay Prep course**, guaranteed to help you get the essay score you are looking for.

Our writing courses are conveniently organized and provide both the structure students need and the flexibility that busy families require. See pages 6-11 for details on our courses.

In addition, WriteAtHome offers our **Pay Per Paper Program**. This innovative service provides tutoring and assessment on individual writing projects you submit on your own schedule. For more information, see page 5.

Expert, Personal Writing Coaches

Every WriteAtHome student receives personal tutoring from one of our outstanding writing coaches. Every submitted paper is returned with both positive and constructive feedback so that every writing experience is a learning experience.

21st Century Technology

Our convenient and user-friendly database enables students to submit papers and access lessons, coach feedback, and assessment reports from a customized student web page. Feedback is colorfully embedded right into the student's paper. And our web-based communication system allows you to stay in contact with your student's writing coach.

Concern for the Writing Process

Final results matter, but we believe that effectively teaching writing means focusing on the process. Almost every WriteAtHome assignment is written and submitted in stages. Our writing coaches work alongside students throughout the process, directing, suggesting, encouraging and critiquing. The result is not only a quality final draft, but also steadily growing writing skills.

Interesting, Varied Assignments

We understand that writing can be either a joy or a chore, and nothing takes the zip out of writing like a dull assignment. Our writing projects cover academic, practical, and creative writing, and all are designed not only to challenge, but also to motivate students by engaging their individuality and creativity.

Practical Instruction

Along with their assignments, students receive weekly instructional lessons that focus on one element of sound writing at a time. As the course unfolds, these lessons coordinate with the assignments to lay the foundation for strong writing skills.

A Common Sense Approach

Students learn to write only one way: by *writing*. Grammar worksheets, videos, and textbooks can all be helpful, but unless students are regularly putting pen to paper (or fingertips to keyboard), their writing is unlikely to improve. And writing in isolation, without the guidance of an experienced instructor, is of limited value. For writing skills to develop, a student needs two things: 1) lots of practice and 2) a responsive audience. These common sense principles are the foundation of the WriteAtHome program.

In any of our courses, students will submit a draft of a paper each week. Our writing coaches then read and respond to every paper with encouragement and constructive criticism, working with students as they move through the writing process. Our coaches are trained to provide effective feedback that focuses on the writer's tendencies and works to improve one or two skill areas at a time. It's no surprise that WriteAtHome is producing confident, capable writers. In fact, it's exactly what you would expect.

How Does WriteAtHome Work?

All WriteAtHome instruction is asynchronous, meaning there are no fixed class-meeting times. Students and their parents can access lessons, assignments, and student work from our website at their convenience. Assignments in all classes have due dates, but students can work on them off-line as their weekly schedules allow.

Users select a username and password with which they access course material, student work, and writing coach responses. A once-a-week visit to the website is all that is usually necessary.

On an assigned day of each week, known as the class "exchange day," a new lesson and assignment will be made accessible in the student's personal web page. All previously submitted work will also be available for download and will include detailed comments from the student's writing coach.

Student work is also submitted by the student at his personal web page. Simply click the submit button, and follow the instructions to upload the paper from its location on your computer.

Our paper exchange system is easy to use and ensures an efficient transfer of papers to and from your writing coach. In addition, writing coaches are available throughout the week via monitored e-mail to answer questions and provide extra help.

The screenshot shows the 'Student Area' interface for a student named Stephanie Wasko. It features a navigation menu at the top with options like 'Home', 'Our Purpose', 'Tuition', 'Coaches', 'How It Works', 'FAQ', 'Testimonials', 'Courses', 'Enroll Now!', 'Members Area', and 'Logout'. Below the navigation is a 'Student Area' header with a 'Send Email to Coach' button and an 'Assessment Report' link. The main content area displays 'Student Details' for 'Stephanie Wasko' in the 'Composition 1, Foundations - Annual Course'. A table lists assignments with columns for Date, Lesson, Assignment, Submit Paper, Submitted Paper, Returned Paper, and Comment. The table shows several rows of assignments with 'Upload' buttons and progress indicators. A yellow callout box with an arrow pointing to the 'Student Area' header contains the text: 'The Student Page provides access to all lessons and assignments. It's also where a student uploads his papers and receives them back from his coach.'

Date	Lesson	Assignment	Submit Paper	Submitted Paper	Returned Paper	Comment
8/30	Handing Criticism	A1: My Last Memory	Upload			Welcome to the First Day of Class!
9/8	Colors & Descriptions	B1: Visual Descriptions	Upload			
9/13	Writing as a Process	C1: Islands	Upload			
9/20	Prewriting	D1: Fable/Fairy Tale	Upload			
9/27	Writing and Writing	E2: Revision C	Upload			
10/4	Connect	F2: Revision D	Upload			
10/11	Structure	G3: Final Draft C	Upload			
10/18	Word Choice	H3: Final Draft D	Upload			

How Do Writing Coaches Respond to Student Writing?

WriteAtHome writing coaches use the popular Adobe Acrobat software to provide feedback on student work. All you need is the free and easily downloaded Adobe Acrobat Reader to access all writing coach comments.


Using this software, writing coaches are able to insert colorful notes of unlimited number and length directly "into" a student's paper. This method is superior to e-mail feedback because it allows instructors to clearly identify the specific word, phrase, or passage they refer to in comments.

With WriteAtHome, there is no more red ink scribbling; writing coach comments are clear, colorful, and always legible!

The screenshot shows a student's writing paper titled "Rachel October 4, 2002 Composition 1 Assignment B2". A comment box from Mr. Wasko, dated 2/14/2008 10:46:58 AM, says "Consider combining these two sentences: '...that sprinkled the beach like diamonds and rubies flung on the shore.'" The student's text includes "The sun spilled its golden rays on the sand, shimmering off the colorful shells and pebbles that sprinkled the beach. They looked like diamonds [#1]and rubies flung on the shore. The warm sand shifted beneath my feet [#2]as I walked across the beach. Cool, refreshing water lapped up around my ankles. The sound of the waves was soothing[#3].".

How Are Papers Evaluated?

Rather than traditional letter grades, WriteAtHome coaches provide all final drafts with a numeric assessment score based on a six-trait rubric. We do not formally evaluate early drafts of papers, allowing students to respond to writing coach comments before assigning a score. Since our courses are tutorial, and not like traditional school classes, there are no passing or failing grades. As the year progresses, our scores are recorded in a helpful and accessible Assessment Report that you can save to record student progress.

 Assessment Report							
Report for: Kerri Wasko				Course: 6th Grade Composition - Annual Course			
Assignment	Content	Structure	Rhythm	Word Choice	Style	Mechanics	Final Average
I3	4	4	4	5	5	4	4.33
J3	4	5	4	5	5	4	4.50
K3	3	4	5	5	5	5	4.50
L3	4	5	5	4	5	4	4.50
M3	4	4	4	5	5	4	4.33
AVERAGE	3.80	4.40	4.40	4.80	5.00	4.20	4.43
Scoring Key: 5 Excellent 4 Very Good 3 Good 2 Weak 1 Needs Improvement							
Writing Coach: Sherri Tobias				Parent/Guardian: Brian Wasko			

Writing Coaches

Every student at WriteAtHome is assigned a personal writing coach. All our writing coaches are highly qualified, experienced educators and/or professional writers. They are enthusiastic and positive, trained to identify both the strengths and weaknesses of every piece of submitted work.

All coaches complete our challenging and competitive application process and receive training in WriteAtHome's uniquely effective approach to guiding students toward improved writing. They are also evaluated regularly throughout each school year.

Nothing is more important to WriteAtHome's success than the consistent excellence of our writing coaches. They all share the following characteristics:

- * experience as English teachers, writers or editors.
- * a passion for the written word.
- * a sincere love for young people and a desire to help them grow as writers.
- * a demonstrable gift for identifying strengths and weaknesses in the areas of content, structure, and style.
- * thorough knowledge of English grammar and usage.
- * a gift for gracious, positive, clear communication.

Visit our web site and check out our Coaches Page where you'll find brief biographies of all our current writing coaches.



Meet Some of Our Coaches

Rhonda Barfield had always planned a career in music until a substitute high school English teacher wailed her with a side comment on a paper: “You should consider becoming a professional writer.” She kept that in mind throughout college, where she graduated summa cum laude with a B.A. in both speech and music education, and during her first job teaching in Truman State University’s piano prep program. She supplemented her teaching duties with writing for music journals and magazines.

That was B.C., (Before Children). When her son Eric arrived in 1986, she set aside music for a dual career as both mom and author. To date, she’s written five books, including, *Real-Life Homeschooling: The Stories of 21 Families Who Teach Their Children at Home* (Fireside/Simon & Schuster). She’s also penned articles for *Family Fun*, *Mothering*, *Baby Talk*, *Practical Homeschooling*, *Christian Parenting Today*, *Money Matters* (Crown Financial Ministries), and several dozen other magazines and newsletters.

John Fike began writing poetry and short stories in the third grade and continued writing poetry, fiction and non-fiction through college, at which time he earned a bachelor’s degree in creative writing from Adrian College. He won several awards for his writing along the way, was published several times in a literary magazine, and was asked to help one of his professors in developing a textbook on writing. Professionally, he spent seven years writing for newspapers and today he’s a freelance writer helping businesses and non-profit organizations communicate better with their clients and prospects. He and his wife, Erin, have five children whom they homeschool. John’s goal as a writing coach is to help young people learn to communicate their ideas, opinions, and stories through writing that interests and engages their readers.

Sherri Tobias grew up as a nomadic missionary kid, visiting and living in more countries than she can count on her fingers and toes. Because of her frequent moves, Sherri’s writing career began by writing long epistles and newsletters to her many friends scattered around the globe. Being more interested in theatre than writing at the end of high school, Sherri earned a B.A. in Communications with an emphasis in Theatre Arts from Messiah College. Changing directions after graduation, she completed her M.A. in Teaching English as a Second Language (TESOL) from the University of Findlay, while working as a graduate assistant. She taught university-level English as a Second Language classes to international students for several years at the university, as well as teaching in an English program in Southeast Asia for a school year. When her children were young, Sherri began writing dramas for her church drama team as well as exploring the art of novel writing. She has since taken several writing courses, and is close to completing her first novel. She homeschools her two children, who are now in middle and high school. Sherri and her family reside in the mountains of Western Pennsylvania where her husband serves as a pastor.

Award-winning author **Debi Faulkner** was born and raised in Detroit, Michigan. A teacher once told her that her “nickel-and-dime vocabulary” would get her nowhere in life. Nevertheless, Debi went on to earn a B.A. in Creative Writing from Wayne State University.

Debi’s poetry and creative nonfiction have been published in print and online and are widely recognized. Her chapter book, *Kissy Frog*, was awarded an honorable mention distinction in the W.I.N. Manuscript Content. Additionally, her work has won several awards and a short compilation was recently short-listed in the Listowel Writer’s Poetry Competition in Ireland.

Debi’s real life has taken many twists and turns. After living in the Detroit area her whole life, Debi found herself and her family moving first to the Netherlands, then to Ireland, and then back to the Netherlands. She lives her husband, Mark, and their three wonderful children, Ian, McKenna and Fallon and is in the process of re-learning to speak Dutch. Her writing resume includes poetry, creative non-fiction, children’s picture books and her most recent addition to the list, a novel for young adults.

As a writing coach, Debi hopes to pass on her love of words (even the nickel-and-dime variety) and to help young writers see the potential lurking just below the surface.

Choose the Right Service to Meet Your Needs!

WriteAtHome offers two types of services to accommodate a variety of writing education needs. If you are looking for a structured, all-inclusive writing program, you'll be interested in our popular tutorial writing classes. If you are looking for greater flexibility, or perhaps only occasional feedback and evaluation on your students' writing, check out our convenient Pay Per Paper Program.

Tutorial Writing Classes

- Structured writing courses
- Weekly lessons and assignments
- Due dates and accountability
- Coaching and evaluation from an experienced tutor
- Our most popular service

WriteAtHome's online tutorial writing courses have helped thousands of students develop strong writing skills since 2001. These courses combine online tutoring with a structured writing curriculum. Students access a lesson and a writing assignment each week during a course, and every submitted paper is thoroughly reviewed and corrected by the student's personal writing coach.

Our outstanding writing coaches are experienced writers, teachers, and editors who love working with young people. They provide thorough, encouraging, and helpful feedback as they work with students through the writing process.

These courses are distinctively tutorial in approach. There is no passing or failing a WriteAtHome course. Our coaches will work with your students one-on-one, addressing their individual areas of weakness. They are fully prepared to work with students of all abilities, from struggling, reluctant writers to motivated future Pulitzer Prize-winners.

Our single goal is to help each student grow in his or her unique gifts. There is no

pressure to meet vague expectations or achieve some arbitrary standard. Our warm, personal approach is a key to our consistent success with developing writers.

We offer comprehensive semester-long and annual writing courses for students in grades six through twelve, and special nine-week "workshops" dedicated to particular types of writing projects, including essays, research papers, and short stories.

Our tutorial courses are conveniently organized and provide both the structure students need and the flexibility that busy families require. WriteAtHome provides everything necessary for a thorough writing education. For more information on our courses, including objectives and syllabi, see pages 6-11. For pricing, see the back page.

WriteAtHome's Pay Per Paper Program (PPP) offers you access to the talents of our expert writing coaches with virtually unlimited flexibility. With the PPP, you can submit a single writing project of your choice at any time for thorough feedback and evaluation. By selecting one of our two program options, you may either receive comment and assessment on a single, completed draft or enlist the help of a writing coach through a three-draft writing process.

The PPP is designed to accommodate any prose writing project from creative stories to research papers. And it's available any time, any day of the week, with quick turn-around.

Whether you are using a formal writing curriculum or simply designing your own projects, with the Pay Per Paper Program, our writing coaches are at your service to help encourage your young writers, suggest ways to improve their writing, and provide thorough, objective assessment of their work.

With Pay Per Paper, you'll pay a low one-time fee for every paper you submit. You won't pay for an undetermined number of papers over a limited period of time, so you can be sure you'll get exactly what you pay for.

Our already low prices get even better if your family becomes a Pay Per Paper Program Member. For only \$12 per family, you qualify for our member prices for an entire calendar year.

Quick Turn-Around:

Papers submitted on Saturdays, Sundays, Mondays and Tuesdays will be returned the next Friday.

Papers submitted on Wednesdays, Thursdays, and Fridays, will be returned the next Tuesday.

Choose from Two Types of Services:

Single Draft Evaluation (SDE): You may submit a single draft of a paper to a writing coach for a detailed review of content, organization, style, usage, and mechanics. Using the same tools as in our traditional courses, coaches will insert their comments neatly into the paper, ensuring clear, specific, useful feedback. In addition, each paper will receive a formal assessment score using our six-trait rubric.

Three-Draft Process (TDP): With the TDP option, customers will receive constructive feedback on three drafts of a single writing project. The writing coach will work with the student on all three drafts, providing directive comments on each preliminary draft and a formal assessment on the final draft. See the back page for pricing.

Pay Per Paper Program

- Flexible editing and evaluation
- Submit a paper or draft anytime
- Our coaches, your project
- Specially designated coaches for users of particular curriculums

Comprehensive Tutorial Writing Courses

Structured Courses

WriteAtHome offers comprehensive writing courses for sixth through twelfth grade. These courses come in 32-week annual courses and 16-week semester courses (see our FAQ on page 15 for an explanation of the differences).

Students in these courses will compose a variety of writing projects that include **creative, academic, and practical writing**. They will write across the spectrum of purposes: narrative, descriptive, expository, and persuasive. These courses are designed to fulfill the writing component of an English credit, and typically require 1-3 hours of work per week for the average student.

Our Scoring Method

We emphasize the process, but that doesn't mean we ignore the finished product. All final drafts in WriteAtHome courses receive a rubric-based assessment score. We evaluate papers on a 1-5 scale in six different assessment categories. We provide each student with a printable assessment report with all his or her scores for the course. These numeric scores are meant to serve parents and teachers by offering a somewhat objective evaluation of each final product. They are not grades but can be easily converted to grades if you wish.



6th Grade Composition

Course Overview

This class gives middle school students an opportunity to write across the spectrum of forms and purposes while introducing them to basic concepts in sound writing skills. The course begins slowly, reviewing material that will be familiar to most sixth graders. This is both to give students confidence and to avoid alienating students in need of a refresher. Competent 5th graders may take this course, while above average 6th graders should consider starting with the 7th grade course.

Objectives

Students who complete this course will be able to...

- write for a variety of purposes.
- respond to written feedback through revising and proofreading.
- define and differentiate among narration, description, exposition and persuasion.
- demonstrate the ability to write with unity, conciseness, and clarity.
- write creative stories and vivid descriptions.
- engage in the writing process by composing each paper through the steps of prewriting, drafting, revising, proofreading, and publishing.
- compose papers according to standard conventions of usage and mechanics.
- write effectively under time constraints.

6th Grade Annual Course Syllabus

(Material included in the Semester Course marked by *)

Week	Lesson	Assignment
1	Handling Criticism*	A: A Little About Myself*
2	Introducing the Sentence*	B: Sentence Writing*
3	Subjects	C: Sentences with Subjects
4	Complete Sentences	D: Random Nouns
5	Introducing the Paragraph	E: Narrative Paragraph
6	The Topic Sentence	F: Paragraph with Topic Sentence
7	The Body	G: Descriptive Paragraph
8	The Conclusion	H: Expository Paragraph
9	Story Telling: Conflict*	I1: Tall Tale*
10	Story Telling: Point of View*	J1: First Person Realistic Story
11	Writing is a Process	I2: Revise "Tall Tale"*
12	Story Telling: Plot	J2: Revise "Realistic Story"
13	Story Telling: Character*	I3: Final Draft "Tall Tale"*
14	The Importance of Revising*	J3: Final Draft "Realistic Story"
15	Just Say It*	Semester Break: J3 Returned
16	Description v. Narration*	K1: Crime Scene*
17	Introducing Expository Writing*	L1: Cartoon Eulogy
18	Show and Tell*	K2: Revise "Crime Scene"*
19	Specific Details*	L2: Revise "Cartoon Eulogy"
20	Strong Nouns*	K3: Final Draft "Crime Scene"*
21	Good Verbs*	L3: Final Draft "Cartoon Eulogy"
22	Starting with Conjunctions	M1: Book Report*
23	Figures of Speech	N1: The Best Pet*
24	Writing with Clarity*	M2: Revise "Book Report"*
25	Conciseness: Say It Simply*	N2: Revise "The Best Pet"*
26	Unity: Staying on Topic*	M3: Final Draft "Book Report"*
27	Avoiding Fragments	N3: Final Draft "The Best Pet"*
28	Avoiding Run-Ons	O: Test Paragraph
29	Reading and Writing	P: Your Choice
30	Write for Your Audience*	"Your Choice" Due
Final Paper Returned		

7th Grade Composition

Course Overview

This class gives middle school students an opportunity to write across the spectrum of purposes while introducing them to the basics of grammar, usage, and mechanics. It is not intended to be a comprehensive grammar course, but focuses on basic terminology and areas of usage and mechanics that are most problematic for young writers. Advanced 6th graders will feel at home in this class. Advanced 7th graders, or students who already have a solid grasp of grammar, should consider the 8th grade course.

Objectives

Students who complete this course will be able to...

- write for a variety of purposes.
- respond to feedback on their writing through revising and proofreading.
- understand basic grammar concepts, such as parts of speech, sentence parts, phrases, and clauses.
- demonstrate proper usage of verbs, pronouns, and modifiers.
- demonstrate the ability to write with unity, conciseness, and clarity.
- write creative stories and vivid descriptions.
- engage in the writing process by composing each paper through the steps of prewriting, drafting, revising, proofreading, and publishing.
- compose papers according to standard conventions of usage and mechanics.
- write effectively under time constraints.

7th Grade Annual Course		
(Material included in the Semester Course marked by *)		
Week	Lesson	Assignment
1	Handling Criticism*	A: Sentence Writing*
2	Writing Is Hard Work	B: Paragraph Writing*
3	What Is Grammar?*	C1: Really Big/Little*
4	Grammar Overview	D1: Alien Description
5	Parts of Speech I*	C2: Revise "Big/Little"*
6	Parts of Speech II*	D2: Revise "Alien Description"
7	Parts of Speech III*	C3: Final Draft "Big/Little"*
8	Parts of Speech IV	D3: Final Draft "Alien Description"
9	Phrases*	E1: Unlikely Friends
10	Clauses*	F1: A Mystery
11	Verbals	E2: Revise "Unlikely Friends"
12	Verbal Phrases	F2: Revise "A Mystery"
13	Complete Sentences*	E3: Final Draft "Unlikely Friends"
14	Sentence Complements*	F3: Final Draft "A Mystery"
15	Sentence Types	Semester Break: F3 Returned
16	Sentence Patterns	G1: An Unexpected Guest*
17	Verb Forms	H1: Biographical Report
18	Simple Verb Tenses	G2: Revise "An Unexpected Guest"*
19	Perfect & Progressive Verbs	H2: Revise "Report"
20	Consistent Verb Tense*	G3: Final Draft "Unexpected Guest"*
21	Subject/Verb Agreement I*	H3: Final Draft "Report"
22	Subject/Verb Agreement II*	I1: Directions to Pirate Treasure*
23	Pronoun Agreement*	J1: Student/Parent of the Year*
24	Pronoun Case*	I2: Revise "Pirate Treasure"*
25	Clear Pronoun Reference*	J2: Revise "Student/Parent"*
26	Other Pronoun Problems	I3: Final Draft "Pirate Treasure"*
27	Misplaced Words	J3: Final Draft "Student/Parent"*
28	Misplaced Modifiers	K: Test Paragraph
29	Dangling Modifiers	L: Your Choice
30	Adjectives & Adverbs	"Your Choice" Due
Final Paper Returned		

8th Grade Composition

Course Overview

This class gives middle school students an opportunity to write across the spectrum of purposes while introducing them to basic concepts in sound writing skills and reviewing basic writing conventions. Above average 8th graders might consider starting with Composition 1, our introductory high school level course.

Objectives

Students who complete this course will be able to...

- write for a variety of purposes and audiences.
- respond to feedback on their writing through revising and proofreading.
- avoid common writing errors, including passive voice, clichés, wordiness, and double negatives.
- employ positive characteristics in their writing, such as proper word choice, parallelism, and effective transitions.
- write creative stories and vivid descriptions.
- engage in the writing process by composing each paper through the steps of prewriting, drafting, revising, proofreading, and publishing.
- compose papers according to standard conventions of usage and mechanics, including capitalization, abbreviating, and using numbers.
- write effectively under time constraints.

8th Grade Annual Course Syllabus		
(Material included in the Semester Course marked by *)		
Week	Lesson	Assignment
1	Handling Criticism*	A: What I <i>Didn't</i> Do Last Summer*
2	The Paragraph*	B: Paragraphs w/ Topic Sentences*
3	Writing Process I*	C1: Metamorphosis*
4	Writing Process II*	D1: A Special Place*
5	Writing Process III*	C2: Revise "Metamorphosis"*
6	Revising Boldly: Risk Taking*	D2: Revise "A Special Place"*
7	Denotation and Connotation*	C3: Final Draft "Metamorphosis"*
8	Active and Passive Voice*	D3: Final Draft "A Special Place"*
9	Wordy Structures*	E1: A Rescue Story
10	Avoiding Clichés*	F1: Really Gross/Beautiful
11	Quotations & Dialogue	E2: Revise "A Rescue Story"
12	Often Confused Words*	F2: Revise "Really Gross/Beautiful"
13	<i>Who, Which, That</i> *	E3: Final Draft "A Rescue Story"
14	Transitions*	F3: Final Draft "Really Gross/Beautiful"
15	Comparatives and Superlatives*	Semester Break: F3 Returned
16	Parallelism: Words	G1: Report: Event or Invention
17	Parallelism: Phrases, Clauses	H1: Wacky Encyclopedia*
18	Double Negatives*	G2: Revise "Report"
19	Punctuation: End Marks	H2: Revise "Wacky Encyclopedia"*
20	Punctuation: Commas 1	G3: Final Draft "Report"
21	Punctuation: Commas 2	H3: Final Draft "Wacky Encyclopedia"*
22	Punctuation: Semi-Colon	I1: Something I Strongly Believe*
23	Punctuation: Four More	J1: Campaign Speech
24	Punctuation: Quotation Marks	I2: Revise "Strongly Believe"*
25	Punctuation: Apostrophe	J2: Revise "Campaign Speech"
26	Punctuation: Ellipse and Slash	I3: Final Draft "Strongly Believe"*
27	Capitals 1	J3: Final Draft "Campaign Speech"
28	Capitals 2	K: Test Paragraph
29	Italics & Underlining	L: Your Choice
30	Abbreviations and Numbers	"Your Choice" Due
Final Paper Returned		

Composition 1

High School Course

Course Overview

This class lays essential foundations for solid writing. Lessons provide an overview of universal principles that apply to writing projects of any kind. It focuses on the steps of the writing process and basic characteristics of good writing. We recommend (but don't insist) that all high school students new to WriteAtHome begin with this course, regardless of age or grade level.

Objectives

Students who complete this course will be able to...

- write for a variety of purposes, including narration, description, exposition, and persuasion.
- respond to feedback on their writing through revising and proofreading.
- define and explain concepts like content, structure, word choice, rhythm, style, and mechanics.
- write with unity, clarity, conciseness, and coherence.
- understand and employ the writing process, including the steps of prewriting, drafting, revising, and proofreading.
- write creative stories and vivid descriptions.
- engage in the writing process by composing each paper through the steps of prewriting, drafting, revising, proofreading, and publishing.
- compose papers according to standard conventions of usage and mechanics.
- write effectively under time constraints.

Annual Course Syllabus		
(Material included in the Semester Course marked by *)		
Week	Lesson	Assignment
1	Handling Criticism*	A: My _____est Moment*
2	Coding and Decoding*	B: Noun Descriptions
3	Writing as a Process*	C1: Islands*
4	Prewriting	D1: Fable/Fairy Tale*
5	Writing and Wrestling	C2: Revise "Islands"*
6	Content*	D2: Revise "Fable/Fairy Tale"*
7	Structure*	C3: Final Draft "Islands"*
8	Word Choice*	D3: Final Draft "Fable/Fairy Tale"*
9	Rhythm*	E1: Process Paper*
10	Style*	F1: Book Report
11	Mechanics*	E2: Revise "Process Paper"*
12	The Three C's*	F2: Revise "Book Report"
13	Clarity	E3: Final Draft "Process Paper"*
14	Coherence	F3: Final Draft "Book Report"
15	Conciseness	Semester Break: F3 Due
16	Unity*	G1: Tabloid Reporting
17	Audience & Purpose*	H1: Summer Trip
18	Miscellaneous	G2: Revise "Tabloid Reporting"
19	Nouns & Verbs*	H2: Revise "Summer Trip"
20	Easy on the Modifiers*	G3: Final Draft "Tabloid Reporting"
21	Rule Breaking	H3: Final Draft "Summer Trip"
22	Show and Tell	I1: Letter to Parent
23	Active & Passive Voice*	J1: Basic Essay*
24	Write, Read, Rewrite	I2: Revise "Letter to Parent"
25	"But It Doesn't Sound Right"	J2: Revise "Basic Essay"*
26	Avoiding Self-Consciousness	I3: Final Draft "Letter to Parent"
27	Stuff to Avoid*	J3: Final Draft "Basic Essay"*
28	Writing for Tests	K: Test Essay*
29	Paragraphing & Punctuating	L: Your Choice
30	Reading & Writing	"Your Choice" Due
Final Paper Returned		

Composition 2

High School Course

Course Overview

This class emphasizes writing in various forms and for particular purposes. Lessons provide an overview of principles that apply to particular types of writing projects, including narration, description, exposition, and persuasion. This course is an excellent follow-up to Composition 1, but Composition 3 could be substituted.

Objectives

Students who complete this course will be able to...

- write effectively for a variety of purposes.
- respond to feedback on their writing through revising and proofreading.
- demonstrate an understanding of form, purpose, and audience.
- engage in the writing process by composing each paper through the steps of prewriting, drafting, revising, proofreading, and publishing.
- compose papers according to standard conventions of usage and mechanics.
- write effectively under time constraints.

Annual Course Syllabus		
(Material included in the Semester Course marked by *)		
Week	Lesson	Assignment
1	Handling Criticism*	A: Triumph or Defeat*
2	Writing for Purpose*	B: A Face in the Crowd
3	The Forms of Writing*	C1: Best Excuse Note Ever*
4	Description: Avoiding Narrative*	D1: A Busy Place*
5	Narration: Plot*	C2: Revise "Excuse Note"*
6	Description: Limited Modifiers*	D2: Revise "A Busy Place"*
7	Narration: Pacing	C3: Final Draft "Excuse Note"*
8	Description: Details	D3: Final Draft "A Busy Place"*
9	Narration: Conflict*	E1: Random Short Story
10	Exposition: Audience & Purpose	F1: Book Summary
11	Narration: Character	E2: Revise "Short Story"
12	Exposition: Transitions*	F2: Revise "Book Summary"
13	Narration: Point of View	E3: Final Draft "Short Story"
14	Exposition: All Writting Creative*	F3: Final Draft "Book Summary"
15	Exposition: Nominalization*	Semester Break: F3 Due
16	Business Writing Overview	G1: Business Memo
17	Persuasion: Kinds of Appeals*	H1: Movie/Music Review*
18	Business Writing: Precision	G2: Revise "Business Memo"
19	Persuasion: In My Opinion*	H2: Revise "Movie/Music Review"*
20	Business Writing: Mumbo Jumbo	G3: Final Draft "Business Memo"
21	Persuasion: Just Say It	H3: Final Draft "Movie/Music Review"*
22	Persuasion: Tone*	I1: Letter to the Editor
23	Literature: What To Write About	J1: Literary Analysis Essay
24	Persuasion: Logic Basics	I2: Revise "Letter to the Editor"
25	Literature: Leave the Shovel	J2: Revise "Literary Analysis Essay"
26	Persuasion: Credibility	I3: Final Draft "Letter to the Editor"
27	Literature: Conventions	J3: Final Draft "Literary Analysis Essay"
28	Writing on the Spot*	K: Test Essay: Literature*
29	Persuasion: Stating the Obvious	L: Your Choice
30	Practice & Perfection	"Your Choice" Due
Final Paper Returned		

Composition 3

High School Course

Course Overview

The lesson content of Composition 3 focuses on grammar, usage, and punctuation. It is not designed to be a complete grammar curriculum, but only to address the most problematic issues for high school writers. The focus, however, is not merely on grammar but on writing and on the importance of standard usage and punctuation to good writing. We recommend students complete Composition 1 before taking this course, but it may precede Composition 2.

Objectives

Students who complete this course will be able to...

- write for a variety of purposes, including narration, description, exposition, and persuasion.
- respond to feedback on their writing through revising and proofreading.
- understand basic grammatical terminology, including the identification of parts of speech, sentence parts, phrases, and clauses.
- demonstrate proper usage of verbs, pronouns, and modifiers.
- demonstrate the ability to write with unity, conciseness, and clarity.
- write creative stories and vivid descriptions.
- engage in the writing process by composing each paper through the steps of prewriting, drafting, revising, proofreading, and publishing.
- compose papers according to standard conventions of usage and mechanics.
- write effectively under time constraints.

Annual Course Syllabus		
(Material included in the Semester Course marked by *)		
Week	Lesson	Assignment
1	Handling Criticism*	A: An Unforgettable Dream*
2	What is Grammar?*	B: A Holiday
3	Parts of Speech*	C1: An Original Parable
4	Subjects and Predicates*	D1: Out of Place*
5	Complements*	C2: Revise "Parable"
6	Phrases*	D2: Revise "Out of Place"*
7	Clauses*	C3: Final Draft "Parable"
8	Types of Sentences	D3: Final Draft "Out of Place"*
9	Sentence Patterns	E1: Letter of Complaint
10	Four Sentence Structures	F1: Business Proposal*
11	The Complete Sentence	E2: Revise "Letter of Complaint"
12	Fragments*	F2: Revise "Business Proposal"*
13	Run-ons*	E3: Final Draft "Letter of Complaint"
14	Misplaced Modifiers*	F3: Final Draft "Business Proposal"*
15	Dangling Modifiers*	Semester Break: F3 Due
16	Verb Forms	G1: My Life in Ten Years*
17	Verb Tenses I*	H1: Excuse for Failure
18	Verb Tenses II*	G2: Revise "My Life in Ten Years"*
19	Subject/Verb Agreement I*	H2: Revise "Excuse for Failure"
20	Subject/Verb Agreement II*	G3: Final Draft "My Life in Ten Years"*
21	Pronoun/Antecedent Agreement*	H3: Final Draft "Excuse for Failure"
22	Pronoun Case I*	I1: Product Marketing
23	Pronoun Case II*	J1: Literary Analysis*
24	Vague Pronoun Reference	I2: Revise "Product Marketing"
25	Comparatives & Superlatives	J2: Revise "Literary Analysis"*
26	Punctuation: End Marks	I3: Final Draft "Product Marketing"
27	Punctuation: Commas I	J3: Final Draft "Literary Analysis"*
28	Punctuation: Commas II	K: Test Essay*
29	Punctuation: Quotation Marks	L: Your Choice
30	Punctuation: Miscellaneous	"Your Choice" Due
Final Paper Returned		

Composition 4

High School Course

Course Overview

The instructional element of Composition 4 focuses on a variety of advanced writing issues relevant to high school students. The lessons in general seek to help students avoid common errors and develop a distinctive style. This course is most effective when taken subsequent to Composition 1.

Objectives

Students who complete this course will be able to...

- write for a variety of purposes, including narration, description, exposition, and persuasion.
- respond to feedback on their writing through revising and proofreading.
- define a variety of terms associated with style and advanced writing skills.
- demonstrate an understanding of purpose, audience, and style.
- demonstrate the ability to write with unity, conciseness, and clarity.
- engage in the writing process by composing each paper through the steps of prewriting, drafting, revising, proofreading, and publishing.
- compose papers according to standard conventions of usage and mechanics.
- develop writing with a distinctive voice or style.
- write effectively under time constraints.

Annual Course Syllabus		
(Material included in the Semester Course marked by *)		
Week	Lesson	Assignment
1	Handling Criticism*	A: A Memorable Conversation*
2	Active v. Passive*	B: A Travel Journal*
3	Style: Write for Yourself*	C1: Invisible for a Day
4	Description: So What?	D1: A Close Observation
5	Taking Chances*	C2: Revise "Invisible for a Day"
6	Write Like You Talk*	D2: Revise "Observation"
7	Don't Write Like You Talk*	C3: Final Draft "Invisible for a Day"
8	Hiding <i>However</i> & <i>Therefore</i> *	D3: Final Draft "Observation"
9	Rule Breaking*	E1: An Extended Analogy
10	The Thesaurus	F1: A Business Report
11	He, She & Sexism	E2: Revise "Analogy"
12	Journaling	F2: Revise "Business Report"
13	In Medias Res*	E3: Final Draft "Analogy"
14	Saving the Best for Last*	F3: Final Draft "Business Report"
15	Fun with Words	Semester Break: F3 Due
16	Oft Confused Words	G1: The Ideal Friend/Spouse
17	Parallelism*	H1: College Application Essay*
18	The Hook	G2: Revise "Ideal Friend/Spouse"*
19	Closure	H2: Revise "College Application"
20	The Rule of Three	G3: Final Draft "Ideal Friend/Spouse"
21	Imitation	H3: Final Draft "College Application"*
22	Sound & Sense*	I1: Literary Analysis*
23	Avoiding Clichés	J1: Contemporary Issue Essay*
24	Illustrating	I2: Revise "Literary Analysis"*
25	Avoiding Qualifiers	J2: Revise "Contemporary Issue"*
26	Experience v. Imagination	I3: Final Draft "Literary Analysis"*
27	Good & Bad Words	J3: Final Draft "Contemporary Issue"*
28	Overcoming Writer's Block	K: Test Essay*
29	Writing from the Heart	L: Your Choice
30	Never Be Satisfied	"Your Choice" Due
Final Paper Returned		

Nine-Week Tutorial Workshops: Specialized Courses

Our workshops are similar in structure to our comprehensive courses, but each workshop focuses on a particular type of writing. All workshops are currently geared toward high school level students and impart a specific set of skills to the student.

The essay courses and research paper course are designed to prepare students for college-level writing. We recommend that students complete Composition 1 (Annual or Semester) prior to taking either of these courses.

Essay I

This course is designed to train students to write soundly structured persuasive essays. The lesson content of the course comes from the excellent book, *The Lively Art of Writing*, which will be shipped to all students upon enrollment at no additional charge. Students will complete two projects--one **comparison/contrast** and one **analytical essay**. Each paper will be completed in four stages, including a full and final thesis and three drafts. Students who complete this course will be able to...

- create a clear and concise thesis statement.
- defend an opinion with a structured, rational argument.
- respond to feedback through revising and proofreading.
- effectively compose two distinct types of persuasive essays.

Essay II

This course follows Essay I and is designed to further prepare students to write effective persuasive essays. Particular emphasis will be placed on literary writing and preparing for test essays like those found on standardized tests. As in Essay I, this course makes use of *The Lively Art of Writing* and involves the completion of two writing projects in four stages each. The projects include a **literary analysis paper** and a **quotation response essay**. Students who complete this course will be able to...

- create a clear and concise thesis statement.
- defend an opinion with a structured, rational argument.
- respond to feedback through revising and proofreading.
- effectively compose two distinct types of persuasive essays.
- thoughtfully analyze a work of literature.

SAT Essay Prep

This two-week crash course will prepare students for the essay portion of the SAT (13% of the total SAT score!) It includes four carefully evaluated and scored sample essays and thorough, helpful instructional material on making the most of the twenty-five-minute essay writing period. Students who complete this course will be able to...

- identify the qualities of a high-scoring SAT essay.
- form a convincing thesis.
- plan for and complete a multi-paragraph essay.
- defend an opinion with a structured, rational argument.
- write clearly and persuasively in a 25-minute time frame.
- avoid the most common errors students make in timed essays.

Research Paper

This course is designed to equip students to write a formal research paper, from the initial stages of **developing a thesis**, through the **research and note-taking process**, to a **revised and polished final draft**. Students will complete **one research project** during this nine-week course. Students determine the type and length of the paper. Assignments will guide students step-by-step through the entire process while the writing coach provides feedback, encouragement, and direction. Students who complete this course will be able to...

- create a clear and concise thesis statement
- identify and gather appropriate, varied, and useful information
- use note cards to effectively take notes
- properly cite sources and references using MLA citation
- compose a well-written, informative, and properly formatted research paper.

Short Story

This course is designed to introduce students to the basics of short fiction. Students will receive lessons on important **elements of story writing** and be given a variety of writing assignments designed to hone their skills and develop their creative abilities. Students will complete at least **one full short story** under the supervision of their personal writing coach. Due to the emphasis on the more subjective aspects of fiction writing, projects in this course do not receive a formal assessment score. Students who complete this course will be able to...

- craft a story opening that invites a reader to read on.
- create believable, interesting characters.
- establish a plot around a core conflict.
- set up a sequence of events leading up to a satisfying climax.
- effectively describe setting and characters.
- craft convincing dialogue.

Essay I		
Week	Lesson	Assignment
1	chaps. 1-3, <i>Lively Art of Writing</i>	Full Thesis, Compare/Contrast
2	chapters 4-6	Full Thesis, Analytical
3	chapters 7-8	First Draft, Compare/Contrast
4	chapters 9-10	First Draft, Analytical
5	chapters 11-13	Revise, Compare/Contrast
6	none	Revise, Analytical
7	none	Final Draft, Compare/Contrast
8	none	Final Draft, Analytical
9	none	Final Draft Due

Essay II		
Week	Lesson	Assignment
1	chaps. 1-3, <i>Lively Art of Writing</i>	Full Thesis, Lit. Criticism
2	chapters 4-6	Full Thesis Quote Response
3	chapters 7-8	First Draft, Lit. Criticism
4	chapters 9-10	First Draft, Quote Response
5	chapters 11-13	Revise Lit. Criticism
6	none	Revise Quote Response
7	none	Final Draft, Lit. Criticism
8	none	Final Draft, Quote Response
9	none	Final Draft Due

SAT Essay Prep		
Week	Lesson	Assignment
1	Begin SAT Essay Prep booklet	Practice essay #1
1	Complete SAT Essay Prep booklet	Practice essay #2
2	Review booklet (as needed)	Practice essay #3
2	Review booklet (as needed)	Practice essay #4

Research Paper		
Week	Lesson	Assignment
1	Intro to Research Paper	A: Topic & Sources
2	Thesis & Note Taking	B: Thesis, Sources, Notes
3	Note Taking	C: Notes
4	Outline & Synopsis	D: Outline & Synopsis
5	Citing Sources	E: Works Cited Draft
6	Writing a First Draft	F: First Draft
7	Avoiding Plagiarism	G: Works Cited Final
8	Revision & Final Draft	H: Final Draft
9		Final Draft Due

Short Story		
Week	Lesson	Assignment
1	Intro to Fiction	A: Preliminary Short Story
2	Story Questions: Why Read This?	B: Creating Openings
3	Characters Are People Too	C: Creating Characters
4	Conflict (A.K.A. Your Story)	D: Crafting Conflict
5	Plot: What Happens and How	E: Developing a Plot
6	Setting: "Uh, Where Am I?"	F: Describing Setting
7	Dialogue: Do People Talk Like	G: Creating Dialogue
8	Crisis, Climax & Resolution	H: Finishing Your Story
9		Final Story Due

Ten Reasons to Care about Writing:

Brian Wasko

1) Writing helps you think.

Many people mistakenly believe that a writer's job is a two-step process: 1) think of an idea, then 2) write it down. I guess there might be a writer somewhere in the world who works that way, but I've never met him. All the writers I know think while they write. They may have some vague idea to begin with, but it's the act of putting that idea into words on a page that brings clarity and definition to it.

The great American short story writer Flannery O'Connor once said, "I write to discover what I know." That about sums it up.

2) Writing proves you can think.

You may be a really ingenious person, but if you can't express your thoughts in clear writing, no one is ever likely to know it. Now, it's true that two of the most brilliant men in history--Socrates and Jesus--never wrote anything. But that doesn't let you off the hook because both had followers who put their thoughts in writing for them. Besides, it's not likely you are in the same league as those two.

If you want the world to recognize your genius, you've got to put words on a page.

3) Writing allows us to express ourselves.

There is tremendous freedom in writing. One of the greatest benefits it provides is the chance to unleash the inner you. All that swirling, churning maelstrom in your mind and heart needs occasional release--like Aeolus's bag of winds in Homer's *The Odyssey*.

The creative impulse is part of what it means to be human. And we are all unique in our experience and understanding of the world. Our writing permits us to express ourselves to anyone willing to read it.

The poet Lord Byron once said, "If I don't write to empty my mind, I go mad."

4) Writing develops mastery of language.

No matter how you define success, communication is an important part of it. Writing helps you expand your vocabulary and master the interrelatedness of words and ideas. Mastering language will help you in your education, in your career, and, perhaps most importantly, in your relationships.

5) Writing is the number one predictor of college success.

Yup. That's why the SAT added the essay writing section several years ago. Students who arrive on campus with solid writing skills tend to do best in their college years. A university professor I spoke with recently, whose job includes assessing graduate school applicants, told me this with great confidence: Nothing is a better predictor of success than an applicant's writing ability.

6) Writing is and will continue to be a valuable marketplace skill.

American businesses spend about \$3.1 billion each year on remedial writing instruction for their employees and two-thirds of salaried employees in American companies have some writing responsibility*. The ability to write well is a tremendous advantage in today's job market. Investing your time in becoming a strong writer can really pay off in your future career.

7) Writing is fun (sort of) and fulfilling.

Okay, some people will never enjoy writing. But if you are like me, you can find fulfillment at the end of the road. I tend to find writing to be exhausting mental labor. I rarely enjoy the actual process. But I do get a sense of satisfaction from reading something I've written well. It's like cutting my grass on a hot summer day. I never enjoy pushing the mower, but I sure like the look of a neatly cut lawn as I sit in a shaded recliner with an icy glass of lemonade.

8) Writing is evidence that you exist.

I write in journals because one day I'll be gone, and I like thinking that at least my words might live on after me. I don't pretend my thoughts will make me famous, but I'd like to think my great-great-grandchildren might find them interesting. It's the only way they are likely to know what I was like. Writing can be a way of introducing yourself to future generations.

9) Writing changes the world.

For real. That's where the old "pen is mightier than the sword" expression comes from. The Bible, *The Iliad*, the U.S. Constitution, *Moby Dick*. Great ideas in memorable words have dramatically shaped the world we live in for as long as pen has been put to paper. Will your words change the world? Maybe. You'll never know if you don't write.

10) Writing is easier and more accessible than ever.

Word processors, portable computers, tablet PCs. Writing has never been easier to do. Think of what Shakespeare could have produced with a laptop and a laser printer instead of a quill and a bottle of ink! Digital writing is a wonder of the world we live in. No more white-out or eraser ribbon. No more scratch-throughs and wastebaskets full of crumpled sheets. Take advantage of the technology that exists. For example, I'm writing this on a light-weight portable keyboard connected wirelessly to an iPad. I'm sitting in a cozy restaurant with a cup of good coffee and a bowl of chicken soup. Life for the writer these days is good!

And thanks to the internet, social networking, and the blogging craze, never has it been easier to get your writing out to the world. Your potential audience is enormous and easy to reach.

There you have it. Ten reasons to care about writing. Now quit reading my stuff and get working on your own.

* Statistics are from: *Writing: A Ticket to Work...Or a Ticket Out*. The National Commission on Writing for America's Families, Schools, and Colleges. The College Board, 2004.



Suggested Course Sequence

WriteAtHome is a multi-year solution to writing instruction. Any single writing course will be of great benefit to students; however, we believe that the craft of writing requires years to fully develop. We therefore recommend long-term thinking when it comes to enrolling in our courses. To get the most out of WriteAtHome, plan for multiple years of writing instruction.

With this in mind, below is our recommended course sequence for those joining us at different grade levels. Remember, these are merely recommendations. If you have particular needs or questions, feel free to contact us at placement@writeathome.com and we'll be happy to help you design a custom course sequence for your family.

What about the SAT Essay Prep and Short Story Courses? The Suggested Course Sequence below does not include either the Short Story workshop, which we consider an optional elective course, or the SAT Essay Prep workshop, which we recommend be taken in conjunction with any scheduled course and immediately prior to the student's scheduled SAT test date.

Starting in 6th Grade	
6th Grade	6th Grade Composition, Annual
7th Grade	7th Grade Composition, Annual
8th Grade	8th Grade Composition, Annual
9th Grade	Composition 1, Annual
10th Grade	Composition 2, Fall Semester Research Paper (3rd Session) Essay I (4th Session)
11th Grade	Composition 3, Fall Semester Repeat Research Paper (3rd Session) Essay II (4th Session)
12th Grade	Composition 4, Fall Semester Repeat Research Paper (3rd Session)

Starting in 7th Grade	
7th Grade	7th Grade Composition, Annual
8th Grade	8th Grade Composition, Annual
9th Grade	Composition 1, Annual
10th Grade	Composition 2, Fall Semester Research Paper (3rd Session) Essay I (4th Session)
11th Grade	Composition 3, Fall Semester Repeat Research Paper (3rd Session) Essay II (4th Session)
12th Grade	Composition 4, Fall Semester Repeat Research Paper (3rd Session)

Starting in 8th Grade	
8th Grade	8th Grade Composition, Annual
9th Grade	Composition 1, Annual
10th Grade	Composition 2, Fall Semester Research Paper (3rd Session) Essay I (4th Session)
11th Grade	Composition 3, Fall Semester Repeat Research Paper (3rd Session) Essay II (4th Session)
12th Grade	Composition 4, Fall Semester Repeat Research Paper (3rd Session)

Starting in 9th Grade	
9th Grade	Composition 1, Annual
10th Grade	Composition 2, Fall Semester Research Paper (3rd Session) Essay I (4th Session)
11th Grade	Composition 3, Fall Semester Repeat Research Paper (3rd Session) Essay II (4th Session)
12th Grade	Composition 4, Fall Semester Repeat Research Paper (3rd Session)

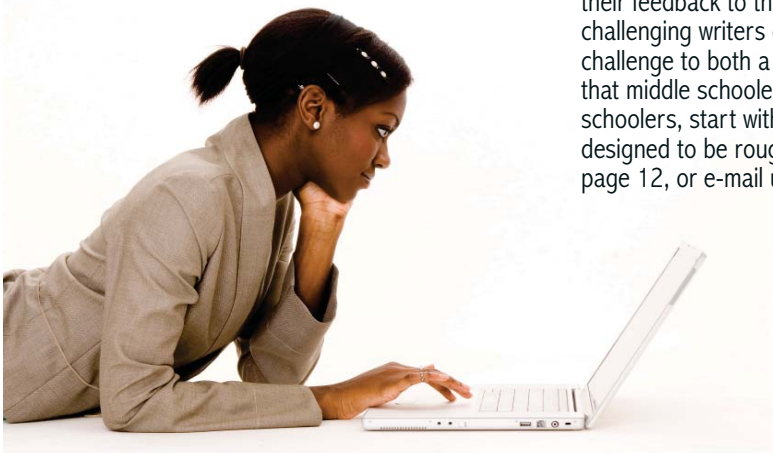
Starting in 10th Grade	
10th Grade	Composition 1, Annual
11th Grade	Composition 2 or 3, Fall Semester Research Paper (3rd Session) Essay I (4th Session)
12th Grade	Composition 4, Fall Semester Repeat Research Paper (3rd Session) Essay II (4th Session)

Starting in 11th Grade	
11th Grade	Composition 1, Fall Semester Research Paper (3rd Session) Essay I (4th Session)
12th Grade	Composition 2, 3, or 4, Fall Semester Repeat Research Paper (3rd Session) Essay II (4th Session)

Starting in 12th Grade	
12th Grade	Composition 1, Fall Semester Research Paper (3rd Session) Essay I (4th Session)

Questions About Course Placement?

Having trouble deciding which class to take? Relax. What most families find is that it doesn't really matter. There is only a subtle difference in difficulty between one course and the next, although the 6th grade annual course contains more review material than later courses. Because our classes are tutorial in nature, you will find that our writing coaches will adapt their feedback to the ability level of the student. They are excellent at appropriately challenging writers of all abilities. For this reason, a single course can be a pleasant challenge to both a struggling writer and a budding laureate. In general, we recommend that middle schoolers start at grade level (or one year ahead for strong writers). For high schoolers, start with Composition 1, regardless of age, as the high school classes are designed to be roughly sequential. For more help, see Suggested Course Sequence, on page 12, or e-mail us at placement@writeathome.com.



Course Schedule 2010-2011

Course	Exchange Day ¹	1st Lesson & Assignment Available	1st Assignment Due	Holidays (No Work Assigned or Due)	Final Assignment Due	Final Assignment & Scores Returned
High School Annual Courses	Thursday	Sep 1, 2011	Sep 8	Nov 20-26, Dec 18-31	Apr 26	May 3
Middle School Annual Courses	Wednesday	Aug 31, 2011	Sep 7	Nov 20-26, Dec 18-31	Apr 25	May 2
High School Fall Semester	Thursday	Sep 1, 2011	Sep 8	Nov 20-26	Dec 15	Dec 22
Middle School Fall Semester	Wednesday	Aug 31, 2011	Sep 7	Nov 20-26	Dec 14	Dec 21
High School Spring Semester	Thursday	Jan 5, 2012	Jan 12	Apr 1-14	Apr 26	May 3
Middle School Spring Semester	Wednesday	Jan 4, 2012	Jan 11	Apr 1-14	Apr 25	May 2
Workshop Session 1	Thursday	Sep 1, 2011	Sep 8	NA	Oct 27	Nov 3
Workshop Session 2	Thursday	Oct 27, 2011	Nov 3	Nov 20-26, Dec 18-31	Jan 12	Jan 19
Workshop Session 3	Thursday	Jan 12, 2012	Jan 19	NA	Mar 8	Mar 15
Workshop Session 4	Thursday	Mar 8, 2012	Mar 15	Apr 1-14	May 17	May 24
Workshop Summer Session	Thursday	Jun 7, 2012	Jun 14	Jul 1-7	Aug 9	Aug 16
SAT Essay Prep Course #1 (for Oct 1 SAT)	Friday	Sep 9, 2011	Sept. 13	NA	Sep 23	Sep 27
SAT Essay Prep Course #2 (for Nov 5 SAT)	Friday	Oct 14, 2011	Oct 18	NA	Oct 28	Nov 1
SAT Essay Prep Course #3 (for Dec 3 SAT)	Friday	Nov 11, 2011	Nov 15	NA	Nov 25	Nov 29
SAT Essay Prep Course #4 (for Jan 28 SAT)	Friday	Jan 6, 2012	Jan 10	NA	Jan 20	Jan 24
SAT Essay Prep Course #5 (for Mar 10 SAT)	Friday	Feb 17, 2012	Feb 21	NA	Mar 2	Mar 6
SAT Essay Prep Course #6 (for May 5 SAT)	Friday	Apr 13, 2012	Apr 17	NA	Apr 27	May 1
SAT Essay Prep Course #7 (for Jun 2 SAT)	Friday	May 11, 2012	May 15	NA	May 25	May 29

Enrollment Instructions

Enrolling in a WriteAtHome course is easy. First, visit the website at <http://WriteAtHome.com>. There are two steps in the process:

1. Register.


Registering your family with WriteAtHome is free and easy. Registered users create a password-protected WriteAtHome account. Only registered families can enroll in courses, so if you have not registered yet, start with this step by clicking on the "Register" link in the upper right-hand corner of our home page. Fill out the form and click the "Register" button on the lower left. Be sure to make a note of your username and password.

2. Enroll.

Once you've created a family account by registering, you can enroll students in courses by logging in and clicking the "Enroll Now!" link at the top of the home page. There are several steps in the process, including selecting courses, adding and assigning students, and making payment. Simply follow the instructions online. We currently accept American Express, Visa and Mastercard. Full payment is required upon enrollment.


If you run into any problems during the process, or have questions, contact us at support@writeathome.com.

Enroll Today!
Courses Can and Do Fill Up!


Because There's No Answer Key for Good Writing!

Home Our Purpose Tuition Coaches How It Works FAQ Testimonials Courses **Enroll Now!**
Register | Login

March 24, 2008


Register

Thank you for your interest in WriteAtHome! By registering below, you will become a subscriber to our FREE monthly Email newsletter, which provides helpful instruction, writing tips, and student samples to encourage growing writers. You must be over 18 to register.

Registering also allows you access to our Member's Only area, currently under construction, which will contain all kinds of useful information for writers, parents, and writing instructors.

All families enrolled in WriteAtHome courses must register. Registering will give you access to your Manage Students page under the Members Area. This is where you will be able to interact with your Writing Coach and track your progress in the course. It is not necessary for more than one member of a family to register (we prefer the registrant be Mom or Dad).

***Note:** All fields marked with an asterisk (*) are required.

First Name: *

Last Name: *

Username: *

Password: *

Re-enter Password: *

Email: *

Opt-In: Yes, I would like to receive the email newsletter.

Street: *

Unit#:

City: *

Country: *

Region: *

Postal Code: *

Telephone: *

Register
Cancel

By clicking REGISTER, you agree to the Terms of Service and Privacy Statement of this web site.

WriteAtHome Success Stories

Nothing is more encouraging to us at WriteAtHome than the large number of unsolicited thank-you e-mails we receive from satisfied customers. Below are some examples.



"After taking your courses, our first daughter, who is in college (and **who used to hate writing before WriteAtHome**), is studying to be an English/Lit/Writing Teacher and has carried a 3.8-4.0 average, and our other daughter scored a **perfect score on the essay writing part of the SAT**. Thank you teachers of WriteAtHome!"

-Cynthia F.

"I think if we hadn't stumbled across your site, he might not be such a **serious candidate for top colleges**. He is one of the top math students in the country, but even Caltech and MIT expect you to be able to write!"

-Laura

"I don't know how many people tell you but, your [service] is awesome! Thanks so much for creating it! It's the only writing curriculum that has worked for me. **Now I'm enjoying writing** and I'm actually impressing a few people too. (The lessons are fun to read too.) Thank you so much."

-Alyssa

"Words cannot express the gratefulness that I have for this course, and for [our writing coach].

I have to admit, I was fearful for [my son]. He hasn't had the greatest experience with his writing, and for me, I just don't know how to inspire him. He was beginning to show signs of frustration by lesson 2, and I was wondering if we had made a mistake putting this pressure on him.

Then, we received [his] first returned paper. [The coach's] comments were so encouraging, and so thoughtful - [our son] was literally **jumping up and down with joy!** The smile on his face just brought tears to my eyes! This is **the best response I have ever seen from him for a writing assignment!** [He] is hooked, and is actually looking forward to his next assignment! Unbelievable! Thank you, thank you so much, and please send our heartfelt thanks to [our coach] as well. She is a blessing to us!"

-Eileen

"WriteAtHome was such a blessing for us last year and we are excited for this year as well. I know you must hear this all the time, but **my son hated writing until we started WriteAtHome**. He now not only likes writing, but also has confidence like never before, which has positively affected much more than just writing for us. He was really nervous when he turned in his first paper, but after getting it back the first time he was excited thereafter for the positive and constructive feedback he knew he would receive."

-Cristi P.

"**I can't believe what you have done with my daughter.** She has always been a good writer, and honestly, never fussed at being asked to complete assignments. I simply enrolled her in WriteAtHome because I needed a break from the responsibility on my part to assign and review her writing. In just two short weeks, I realized that this was the greatest decision I made for this school year. **Her eagerness for writing has blossomed amazingly.** She devours the assignments and wishes there were more. Somehow, you have been able to pull out of her creativity and ideas that I didn't know existed; and she hasn't even received the first comment from her coach! She loves the fact that she now has "designated computer time" and, if allowed, would spend every moment of her day working on a WriteAtHome assignment. (Oh, the poor writing coach if I allowed that to happen.)"

-Jennifer B.



"I wanted to give you an update on J--. He took the SAT's at age 13 in January and scored a whopping 760 out of 800 points on the Critical Reading Section, 1st place in the State of Maryland, scoring higher than 98% of high school seniors across the country. He also scored 655 in Writing.

The reason I am telling you this, other than unabashed pride, is that I strongly feel that **he scored so well, in part, due to the rigorous curriculum that WriteAtHome offered, and also due to the great feedback from his writing coaches.**

Reading and writing are flip sides of the same coin. Your assignments were varied and purposeful, and the coaches helped him to think analytically about the written word. Please forward this to all of Jason's writing coaches. I am most appreciative of their time, consistency and expertise. Jason's scores are testimony to the strength of your program and the quality of your coaches."

-Marla C.

FAQ



Q. What's the difference between annual and semester courses?

A. A semester course is a complete, though abridged, form of the annual course. It involves fewer lessons and half the number of writing assignments found in the annual course. The fall and spring courses are identical. They are not the first and second halves of a full-year course. If you are interested in a full year of writing instruction, please enroll in an annual course.

Q. We expect to miss several weeks of the school year, can you work around our schedule?

A. Absolutely. We offer classes with a schedule to provide structure and accountability, but we stay flexible enough to accommodate family trips, as well as unexpected emergencies. Illnesses and computer problems happen with unfortunate regularity, so we have learned to adapt. It helps to have advanced notice, but if things come up which postpone assignment submissions, we will work with you to help get students caught up.

Q. Will I have to purchase any textbooks?

A. No. WriteAtHome classes include weekly lessons and assignments that arrive through e-mail. No further texts or materials are necessary. If a textbook is used in a workshop, we will ship it, and the cost will be included in your tuition.

Q. Does WriteAtHome provide grades?

A. We try to balance our respect for the autonomy of homeschooling parents with a desire to serve them as much as possible. We therefore provide an assessment score (1-5) on every final draft. These scores can easily be converted by parents to letter grades if they so desire. These scores are also comparable to the kind of writing assessment used by many state and national standardized tests. At the end of every school term, we provide a student score sheet that documents all the final draft scores.

Q. How much time per week does WriteAtHome require?

A. This varies from one student to the next, and one assignment to the next, but a typical WriteAtHome assignment requires 1-3 hours per week. Keep in mind that first drafts will often require more time and effort than revisions. It is not uncommon for the revision of a strong paper to require only a few minutes in a given week. Keep in mind, however, that the benefit of our program is in the consistent, ongoing work throughout a course (or multiple courses). And remember that your writing coach invests roughly the same effort on each draft.

Q. Do you teach grammar? Should I supplement WriteAtHome with a grammar curriculum?

A. WriteAtHome lessons address grammar, usage, and mechanics, particularly in 7th Grade Composition and Composition 3. The focus of these classes, however, is on grammar and usage issues that are particularly problematic for student writers--neither course was designed to be a comprehensive grammar study. Because grammar and usage comprise an important element of all writing, our writing coaches will address any grammatical issues that arise in their comments on student papers.

We believe a thorough knowledge of English grammar is always helpful to a developing writer. Supplementing WriteAtHome with a separate grammar curriculum is therefore recommended, especially if the student is weak in this area.

Q. How can I be sure my child will be safe?

A. We take many precautions to safeguard students from inappropriate contact:

- All writing coaches are carefully screened and agree to criminal record checks.
- Writing coaches are given no contact information for students or families in the program. They receive only their students' first names.
- All e-mail communication between writing coaches and students is copied to parents and our home office.
- No discussions of a personal or intimate nature are allowed.

Q. Should I take the SAT Essay Prep course instead of another course?

A. No, plan your WriteAtHome courses according to our suggested sequence (see p. 12) without regard for the SAT Essay Prep course. We recommend scheduling your SAT Prep just before you take the SAT. That means it will likely overlap another course in our program. That's fine. The SAT Prep course is only two weeks and should be viewed as extra preparation for this important test. You should have no problem keeping up with your other WriteAtHome course, and even if you do, you can always get caught up after the SAT.

Hurry!

Enrollment Deadline

The last day to enroll in a course beginning in the fall is **Friday, August 19**. This includes all annual courses, fall semester courses, and first session workshops. Please keep in mind that **classes can and do fill up**. Once a course reaches capacity, we will have to close it. Students are accepted on a first come, first served basis, so the only way to secure a place in one of our classes is to enroll as early as possible! **Don't wait--enroll today!**

Course Prices

Annual Course(32-Weeks):	\$427	Convention Price ¹ :	\$407
Semester Course (16-Weeks):	\$237	Convention Price ¹ :	\$217
Workshop (9-Weeks):	\$147	Convention Price ¹ :	\$137
SAT Essay Prep (2-Weeks):	\$97	Convention Price ¹ :	\$87

¹Convention discount prices are only offered to students who enroll at conventions where WriteAtHome is exhibiting.

Plus: Save 10% on any purchase above \$450!

You may enroll multiple students or a single student in multiple courses and receive 10% off the total at the time of enrollment. This discount is in addition to the convention discount price! (This discount replaces our family and bundle discounts of previous years.)

Group Rates

Interested in enrolling a group or co-op at these discount prices? Contact us at support@writeathome.com.

Course	10-49 Students	50-99 Students	100 + Students
Discount	12%	15%	20%
Annual Course	\$376	\$363	\$342
Semester Course	\$209	\$199	\$189
Workshop	\$129	\$125	\$118

Pay Per Paper Prices

Single Draft Evaluation (SDE)		
Paper Length	Full Price	Member Price
500 or fewer words	\$18	\$15
501-1000 words	\$24	\$20
1001-1500 words	\$30	\$26
1501-2000 words	\$36	\$32
each addl. 1-1000 words	\$12	\$10

Three Draft Process (TDP)		
Paper Length	Full Price	Member Price
500 or fewer words	\$42	\$35
501-1000 words	\$54	\$47
1001-1500 words	\$68	\$60
1501-2000 words	\$80	\$72
each addl. 1-1000 words	\$24	\$20

Our 100% Money Back Guarantee

We are so confident in WriteAtHome's effectiveness that we literally guarantee your satisfaction. If at any time within the initial trial period, you are not completely satisfied with the course, you may withdraw with a 100% refund of your tuition.

For annual courses, the trial period is the first 100 days from the start of the course. For semester courses, the trial period ends after the first 50 days, and for all 9-week workshops, the trial period includes the first 30 days. After the trial period, we will prorate your tuition from the month we receive your withdrawal request.

You may withdraw from a class at any time for any reason; however, you will only receive the full refund if you apply for it within the trial period and if you withdraw due to dissatisfaction with our program. The full refund will not be granted for extenuating reasons such as a change of schedule, technical issues related to your computer, or changing your mind about writing options. If you withdraw from a class for a reason other than dissatisfaction, we will prorate your tuition from the month we receive your withdrawal request.