

Naperville North High School

Writing Styles & Forms Syllabus 2026/2027



Department Chair: Helena Hitzeman (hhitzeman@naperville203.org)

D203 Profile of a Learner

Profile of a Learner guides our efforts in creating educational experiences that are relevant, engaging, and impactful and outlines the key competencies and descriptors our community has identified as essential for our students: Adaptability, Communication, Critical Thinking, Learner's Mindset, Global Citizen.

Course Description

In this semester course, students will study the craft of writing and apply the skills learned to their own written products. Students who are college-bound but may require more writing experience should enroll in this course. Students will write in many forms, including narration, description, exposition, and analysis. In addition, sentence patterns, grammar, usage, and vocabulary in the context of students' written work will be addressed.

Course Priority Standards

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- RL. 11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Grading Definitions

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning:

- **Evidence of Learning:** Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, essays, projects and/or performances.
- **Practice:** Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process.

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Grading Disbursement

PRACTICE: (0%) / EVIDENCE of LEARNING (100%)

Writing: 60%	Reading: 30%	Speaking/Listening: 10%
Process papers/essays On-demand writing	Reading Assessments Written responses to fiction or nonfiction	Academic Conversations Formal Presentations Discussion Boards

Semester Grade = Coursework (95%) / Final Exam (5%)

A=100-90%, B=89-80%, C= 79-70%, D=69-60%, F=59-0%

Grading Practices

- No extra credit will be issued.
- In Infinite Campus, a score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
- Work submitted after the original due date cannot be penalized more than a total of 10% and must be submitted no later than one week (5 school days) after the original due date.
- If a legitimate attempt is made on an assessment and the practice work has been completed and submitted on time, a score of 50% will be the lowest possible grade on the related summative/evidence piece.
- Violations of the academic integrity policy will be consequence by the administration in collaboration with the department chair/teacher.
- All assessments must be shared in Google format with editing permissions AND submitted to Canvas (unless otherwise directed) or they will not be accepted.

D203 AI Belief Statement

At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

Academic Integrity

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating, plagiarism, self-plagiarism or copy infringement, obtaining or providing an unfair advantage, using a writing service and/or AI in place of original work unless specifically authorized by staff, falsification of documents, unauthorized access to records, and inappropriate collaboration, whether intentional or unintentional. The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.

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Technology Expectations

- **Cell phones:** Students will be expected to store their cell phones in a phone holder or designated classroom location throughout each class period as communicated by each teacher. Cell phones should not be seen or heard in the classroom setting. Appropriate use of cell phones is allowed during passing periods, during study halls, at lunch, before and after school. Please note that cell phone use is strictly prohibited in locker rooms and restrooms at all times.
- **Ear buds and headphones:** The use of ear buds and headphones is strictly prohibited in the classroom unless permission has been granted by the teacher. Ear buds and headphones should not be seen or heard in the classroom setting. For safety reasons, students should also be able to hear announcements, alerts, etc. at all times and, therefore, students are permitted to use one ear bud or headphone during passing periods, at lunch, before and after school.
- **District issued Chromebooks:** Students are required to use their District issued Chromebook and will not be permitted to use personal laptops or devices in the classroom setting. Student personal devices are not protected by district systems and put student safety and the safety of our network at risk. Additionally, student personal devices are not enabled with applications and programs necessary for administration of state and AP assessments.

Reassessment Policies

The purpose of reassessment is to allow students to demonstrate proficiency of course standards in which they remain deficient. Instructors can initiate the reassessment process when a student scores below 85% and one of the following scenarios applies:

● Practice work is not eligible for reassessment. ● Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:	
● The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	● There was timely and consistent completion of practice work and formative assessments. ● A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. ● Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Reassessment Parameters:

- The reassessment opportunity will require designated learning experiences that demonstrate readiness as assigned by the teacher.
- Reassessments MUST be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an IC comment.
- The final reassessment score will be capped at 85%.

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Student & Teacher Communication

- Students should communicate with their teachers regarding questions and concerns.
- The most efficient way to communicate with teachers outside of class is through email; however, if you haven't received a response within 48 hours, please resend the email.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.

Support and Resources

- Attend WIN or make an appointment with your teacher if additional instruction or support is needed.
- Attend peer tutoring in the Literacy Center during lunch periods to receive extra support or to work on assignments.

Parents and Guardians Partnership

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success. Parents/guardians can support their student's learning in the following ways:

- Actively check Infinite Campus for grade updates.
 - Infinite Campus is a tool to progress monitor student work until final course grades are posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.

Plagiarism

What is it?

The taking of another person's ideas and passing them off as your own

When am I guilty of plagiarism?

Whenever using someone else's ideas (while speaking, writing, direct quoting, or paraphrasing) and not crediting that person for their ideas/words, whether it was done INTENTIONALLY OR THROUGH CARELESSNESS.

Self-plagiarism: Submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent from the instructor

What happens when I am caught plagiarizing?

LEVEL ONE: Plagiarizing practice work (daily homework, etc.)

CONSEQUENCES: Referral, parent contact, detention, letter placed in discipline file

LEVEL TWO: Plagiarizing summative work (essays, exams, etc.)—a level two violation consequence will be issued if you have multiple level one violations

CONSEQUENCES: Referral, parent contact, detention, letter placed in discipline file, academic consequence, notification to honor societies, class level change, etc.

LEVEL THREE: Theft, sale, or distribution of materials that can be used to gain an unfair advantage or falsify a grade—a level three violation consequence will be issued if you have multiple level two violations.

CONSEQUENCES: All level two consequences apply in addition to suspension or expulsion from school. The consequence will be determined during a meeting with the dean, teacher, parent, and student.