

**Fairfax Collegiate  
2026 Summer Program  
Academic Writing Course Syllabus  
Rising Grades 9-12**



**Course Description**

*Explore the elements of style and how to enter the academic conversation.*

Review elementary rules of usage, principles of composition, and advice on writing style.

Learn the convention of academic writing including summarizing, quoting, responding, anticipating objections, and explaining significance.

Students in Academic Writing prepare for the expectations of high school and college-level work. They explore ideas, build arguments, and refine their writing through thoughtful revision. With instructor-led guidance, model texts, and frequent reflection, students learn to write with greater clarity, discipline, and independence.

Students explore academic writing through multiple genres and assignments, moving from personal argument essays to a research-based synthesis essay. They practice brainstorming, outlining, drafting, and revising while studying strong models of academic prose. Along the way, they learn to incorporate sources, apply citation styles, give and receive peer feedback, and set goals that help them grow as writers.

By the end of the course, students take home a polished writing portfolio that showcases their progress and their strongest academic pieces. They leave better prepared for advanced coursework, ready to write with confidence, purpose, and a clearer sense of their own academic voice.

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**Learning Objectives**

<b>Course Goals</b>	<p><b>Planning and Beginning Writing:</b> Students plan and draft their initial writings by exploring their personal interests in academic writing research topics.</p> <p><b>Understanding and Modeling Academic Writing:</b> Students compare and contrast examples of academic style writing to understand its common features. Students use these writings as models for their own academic writing.</p>
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	<p><b>Developing Writing Independence:</b> Students develop independent writing practices: making goals, revising, reflecting, and editing writing.</p> <p><b>Practicing Academic Editorial and Citation Styles:</b> Students practice editing for academic editorial and citation styles.</p> <p><b>Conferencing: Giving and Receiving Feedback:</b> Students practice peer feedback and conferencing with their instructor.</p>
<p><b>Course Topics</b></p>	<p><b>Brainstorming &amp; Planning Writing:</b> Students explore possible research topics via their interests to begin the course. Students use this brainstorming to plan multiple (2-4) pieces of academic writing throughout the 2-week course.</p> <p><b>Drafting Writing:</b> Students draft academic writing using various methods: freewriting, outlining, mind-mapping, research notes, etc. Students will reflect on which method of drafting best meets their purposes for different pieces of academic writing.</p> <p><b>Studying Models:</b> Students compare and contrast models of academic writing with the instructor's help. As a class, they notice common elements in these models and seek to mimic the writing as they write their own academic writing pieces.</p> <p><b>Reflection &amp; Goal-Setting:</b> Students create goals for the two-week session, then check-in on these goals throughout the course. Goals are part of a reflection practice which is revisited often throughout the course. Reflection is key to making progress in writing and solidifying learning.</p> <p><b>Revising and Editing:</b> Students differentiate between revising and editing then practice both in their own writing. They keep track of patterns in their own writing and seek to improve upon these.</p> <p><b>Academic Editorial and Citation Styles:</b> Students are introduced to academic editorial and citation styles. They learn the importance of citations and practice writing and editing their own citations.</p> <p><b>Peer Feedback:</b> Students craft peer feedback for classmates by learning how to give and receive quality feedback that is focused on revisions.</p> <p><b>Conferencing With the Instructor:</b> Students prepare to conference with the instructor about their writing by preparing questions and focusing on revisions, after independent reflection and guidance from peers.</p>

## Course Schedule

<b>Class</b> <b>Meeting 1</b>	<p><b>Icebreakers:</b> Students introduce themselves and get to know their classmates</p> <p><b>Introduce Course and Brainstorm Interests:</b> Students tap into their interests, are introduced to the main goals of the course, and get to know the other students better.</p> <p><b>Individual Course Goals:</b> Students create course goals to increase their commitment to the course. These goals help students as the instructor gauges their needs as writers, guides them, and gives directed feedback. Students return to these goals throughout the course.</p> <p><b>Individual Course Goals:</b> Students create course goals to increase their commitment to the course. These goals help students as the instructor gauges their needs as writers, guides them, and gives directed feedback. Students return to these goals throughout the course.</p> <p><b>Academic Writing in the Wild:</b> Students discover academic writing is everywhere, not just in school. They discuss the purposes for writing in school and how authors write for those purposes outside of school.</p> <p><b>Writing Journal:</b></p>
<b>Class</b> <b>Meeting 2</b>	<p><b>Read + Discuss Model Essay 1:</b> Students read a model of the type of writing they will be asked to write in Essay 1, an argument essay that asks them to draw on their personal knowledge or experience.</p> <p><b>Essay 1:</b> Students are asked to inform and persuade the reader of an argument. This argument is their own making, and can draw from their own experience or background knowledge.</p> <p><b>Essay 1:</b> Students are asked to inform and persuade the reader of an argument. This argument is their own making, and can draw from their own experience or background knowledge.</p> <p><b>Mini-Lesson: Finding and Choosing Sources:</b> Students practice finding and choosing sources appropriate to their research.</p> <p><b>Writing Journal:</b></p>
<b>Class</b> <b>Meeting 3</b>	<p><b>Conference and Reflect Essay 1:</b> Students prepare for and participate in a conference with their instructor, as well as reflect on their writing. They use both the conference and the reflections to begin revising their writing.</p> <p><b>Read + Discuss Model Essay 2:</b> Students read a model of the type of writing they will be asked to write in Essay 2, an essay that asks them to translate academic writing into a new genre for a more public audience.</p> <p><b>Mini-Lesson: Reading, Annotating, and Notetaking:</b> Students learn how to read, annotate, and take notes on a “text,” first practicing with an image, then moving to a scholarly reading. Students are shown how to read, understand, and interpret a text by looking closely, reading multiple times, asking questions, and taking notes.</p> <p><b>Writer's Workshop:</b> Students rotate around the room working with you, one another, or at stations depending on their needs.</p> <p><b>Writing Journal:</b></p>
<b>Class</b>	<p><b>Read + Discuss Model Essay 3:</b> Students read a model of the type of writing they will be asked to</p>

<b>Meeting 4</b>	<p>write in Essay 3, an essay that asks them to translate academic writing into a new genre for a more public audience.</p> <p><b>Essay 2:</b> Students translate an academic article into a nonacademic one, switching the audience and genre.</p> <p><b>Essay 2:</b> Students translate an academic article into a nonacademic one, switching the audience and genre.</p> <p><b>Academic Essay Mini-Lesson: Developing an Argument:</b> Students learn the importance of evidence-backed arguments and practice forming their own arguments from textual evidence.</p> <p><b>Writing Journal:</b></p>
<b>Class Meeting 5</b>	<p><b>Conference and Reflect Essay 2:</b> Students prepare for and participate in a conference with their instructor, as well as reflect on Essay 2. They use both the conference and the reflections to begin revising Essay 2.</p> <p><b>Read and Discuss Model Essay 4:</b> Students read a model of the type of writing they will be asked to write in Essay 3, an essay that asks them to synthesize academic research and make an argument.</p> <p><b>Academic Citations Lesson:</b> Students review why citations are important and practice research skills.</p> <p><b>Revisit and Revise Goals:</b> Students return to their original course goals and revise them based on their progress and desires for the end of the course.</p> <p><b>Writing Journal:</b></p>
<b>Class Meeting 6</b>	<p><b>Brainstorming and Researching for Essay 3:</b> Students brainstorm and gather research for Essay 3.</p> <p><b>Read + Discuss Model Essay 5:</b> Students read a model of the type of writing they will be asked to write in Essay 3, an essay that asks them to synthesize academic research and make an argument.</p> <p><b>Brainstorming and Researching for Essay 3:</b> Students brainstorm and gather research for Essay 3.</p> <p><b>Academic Essay Mini-Lesson: Organizing Writing:</b> Students study the structure of model essays and plan the structure for their Essay 3.</p> <p><b>Peer Feedback Modeled Practice:</b> Students observe and discuss how to give helpful, effective peer feedback.</p> <p><b>Writing Journal:</b></p>
<b>Class Meeting 7</b>	<p><b>Academic Essay Mini-Lesson: Incorporating Sources:</b> Students practice incorporating sources into their drafting of Essay 3.</p> <p><b>Read Model Essay 6:</b> Students read a model of the type of writing they will be asked to write in Essay 3, an essay that asks them to synthesize academic research and make an argument.</p> <p><b>Read Model Essay 6:</b> Students read a model of the type of writing they will be asked to write in Essay 3, an essay that asks them to synthesize academic research and make an argument.</p>

	<p><b>Essay 3:</b> Students write a response to Essay 3, a synthesis essay that asks them to make an argument from multiple academic sources.</p> <p><b>Writing Journal:</b></p>
<b>Class Meeting 8</b>	<p><b>Essay 3:</b> Students write a response to Essay 3, a synthesis essay that asks them to make an argument from multiple academic sources.</p> <p><b>Peer Review:</b> Students practice reading each other's writing and providing feedback.</p> <p><b>Essay 3:</b> Students write a response to Essay 3, a synthesis essay that asks them to make an argument from multiple academic sources.</p> <p><b>Essay 3:</b> Students write a response to Essay 3, a synthesis essay that asks them to make an argument from multiple academic sources.</p> <p><b>Optional Conferences:</b> Students may meet with their instructor if they want extra feedback on Essay 3.</p> <p><b>Writing Journal:</b></p>
<b>Class Meeting 9</b>	<p><b>Revising and Creating Portfolios:</b> Students choose writing pieces for their writing portfolio and begin polishing them for the final portfolio.</p> <p><b>Revision Conferences:</b> Students are helped by instructor to revise their chosen portfolio pieces in writing conferences.</p> <p><b>Revise and Finalize Portfolios:</b> Students prepare their writing for their portfolios via conferences and individual work.</p> <p><b>Gallery Walk:</b> Students finalize their writing portfolios, then share with the class and give one another feedback.</p> <p><b>Writing Journal:</b></p>
<b>Class Meeting 10</b>	<p><b>Revise and Finalize Portfolios:</b> Students prepare their writing for their portfolios via conferences and individual work.</p> <p><b>Revise and Finalize Portfolios:</b> Students prepare their writing for their portfolios via conferences and individual work.</p> <p><b>Gallery Walk:</b> Students finalize their writing portfolios, then share with the class and give one another feedback.</p> <p><b>Writing Journal:</b></p>