



2018-2019 COURSE SYLLABUS

ERWC 12

Mrs. Cornelius

Room C205

email: Diane-Cornelius@scusd.edu

Objective

- To *read, think, evaluate and write* critically
- To *explore* social issues through collaboration and discussion of a complex text
- To *understand* and *reflect* upon the power of language of a given context (situation and experience)
- To *take* ownership of learning and *develop* autonomy

COURSE REQUIREMENTS, ATTENDANCE AND SPECIFIC GRADING POLICY

Students are held responsible to bring all their supplies and needed texts each and every day. Homework is due on the date given; any late homework may be accepted with an excuse absent for full credit; any late homework may be accepted without an excuse for ½ the credit. Homework is review and an overview of instruction taught and model in class. In addition, any class assignment that is not completed during the class time is considered homework. Any class assignments that do not have my signed initials is late work.

Materials Needed

- (2) Three or more Section Notebooks (Journal/notes/assignments)
- Binder and binder paper
- Text and novels will be proved by the teacher

Assignment Categories and Weighed Grades:

- Classwork (CW) 30%
- Quizzes/Tests (Q/T) 10%
- Essays, Projects, Presentations (WRT) 40%
- Final Exam (FX) 20%

Grading Scale

A= 89% B= 79% C= 69% D = 60% F = 59%-0%

All late assignments must be turned in a week before the quarter ends.

The John F. Kennedy High School English Department does not tolerate plagiarism of any kind. Students who are caught representing another writer's thoughts or words as his or her own should expect to receive no credit for the assignment and an 'U' in citizenship.

DESCRIPTION OF MAJOR ACTIVITIES/EXERCISES/PROJECTS

Semester One Unit One – Unit Two Expository Reading and Writing Course (ERWC)

The modules are designed to engage students in the ongoing, shifting debate about when an individual may be considered an adult. Throughout the module, students develop conceptual understandings about how legal ages for certain “adult” rights (e.g., drinking, driving, voting) are determined and how new research continues to challenge our concept of what constitutes adulthood. Peer discussions and analytical reading of multiple texts and media selections on the topic will strengthen students' abilities to write comprehensively and persuasively on the topic. Language analysis and language awareness building activities will support students' understandings about how to use language effectively to craft an effective argument.

Forging a Hero

Detecting and Stopping the Spread of Fake News

Juvenile Justice

Racial Profiling

Semester Two Unit Three – Unit Four Expository Reading and Writing Course (ERWC)

The modules offer students an extended opportunity to read and respond to literary texts rhetorically. Special attention is given to text-to-text connections (e.g., poem to-poem and poems-to-interview) and to the purposes, constraints, and contexts of literary texts. The module also affords students the opportunity to develop their skill in close reading.

Leaving/Staying Behind

Never Fall Down

Waste More, Want More

 Parent's Signature

Date

 Student's Signature

Date

JOHN F. KENNEDY HIGH SCHOOL

6715 GLORIA DRIVE SACRAMENTO CA 95831



JFK.SCUSD.EDU

916.395.5090

HOME OF THE COUGARS

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