



2018--2019 COURSE SYLLABUS

ERWC English 12
Expository Reading and Writing

<http://mccarthyjfk.wordpress.com/english-12/>

Kennedy HS
Mr. McCarthy
Room C201

Course Outline

Expository Reading and Writing Course (“ERWC”)

Course Focus: How writers use language to convey ideas, information, experience and emotion to readers.

Content of the Course: ERWC Curriculum and Supplements Created by the Instructor

Purpose of the Course— Why are we taking this class?

Reading, writing and communicating effectively are absolutely essential to maintaining freedom, justice and dignity in our world. Further, we develop a powerful understanding of ourselves—and our world—by studying literature and other texts. ERWC English 12 is intended to empower students with the skills necessary to thrive in this world and gain access to success. It is also intended to give students the tools to critique and improve their world. A “C” or higher in this course renders the student exempt from the English Placement Test at Sac City College.

Assumptions

- All students want to succeed in this class
- All students are able to succeed in this class
- Students want to succeed in life: they want to have the ability to live the way they want to live once they become adults

Learning Goals

Students engaged in this course will grow to be dynamic writers, critical thinkers and strong readers. They will develop the language arts skills necessary to succeed in college, the workplace and society. Students will exhibit mastery of the standards set by the State of California (Common Core) for all students in the 12th grade. They will be ready to write college-level essays about the literature that they read.

Texts (provided by the school /teacher)

A varied selection of Contemporary Expository Texts which were compiled by the CSU system as part of the ERWC Curriculum.
A varied selection of Contemporary Expository Texts which were compiled by the instructor of the course.

Oedipus

Mother Night

Grades

Scholarship Grade: Students earn their grades in this course by demonstrating proficiency in the skills discussed in the Learning Goals. Graded work will include essays, summative assessments (tests at the end of each unit), presentations, quizzes, writing assignments and discussions.

A= Demonstration of complete, thorough proficiency with all skills named in the standards; 90% or higher

B= Demonstration of complete proficiency with most of the skills and demonstration of near proficiency on the rest; 80-89%

C= Demonstration of proficiency for some skills, near mastery for the rest and is clearly progressing toward proficiency; 70-79%

D= Demonstration of low levels of proficiency with most skills with some demonstration of progress toward improvement; 60-69%

F= Failing to demonstrate proficiency in all or most skills; 59% or below

**See the next page for more detail about the grading system for this class. **

Citizenship Grade: Students earn their citizenship grade by being in class on time, adhering to the rules of the classroom and contributing to the shared progress and success of the classroom community.

Contact Information

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Grade Book Categories

Many of the tasks and activities that we do in this class will eventually show up as points in the students' grade book. Each of these tasks will be placed in one of the Grade Book Categories.

Whenever the work we are doing demonstrates/performs the skills and knowledge we've acquired, that work will go into this category.

Reading: Demonstration of Reading Analysis (20%)

Textual Analysis

Comprehension: knowing and understanding what the author has created

Analysis of Author's Craft: knowing the context, identifying the techniques used by the author and explain the purpose of the author's choice

Writing: Demonstration of Mastery (50%)

We will use our thinking, writing and creating skills to achieve some or all of the following outcomes and serve the following purposes:

- Know and choose the appropriate form/type of text to create for a given task
- Demonstrate comprehension of texts and analysis of the author's craft
- Develop a coherent argument
- Create a narrative
- Reflect upon ideas relevant to our experience

Writing Skills: We will create different types of texts that are appropriate to the tasks/outcomes and effectively achieve their outcomes. We will also continue to strengthen our language mechanics (grammar/syntax/diction/etc).

Academic Discourse: We will engage in thought about the texts in verbal and written form. This engagement will be authentic and professional. It will look like a "class discussion", the expectations will be much higher than those of a typical class discussion.

Presentations: We will create presentations (both individually and in groups) to communicate our ideas to a larger audience.

Process and Practice (10%)

Often, the work we will do in this class will not demonstrate our skill level, but it is still very important. The purpose of all **Process and Practice** tasks is for students to learn how to use the tools and routines associated with successful people in all walks of life. Particularly, these tasks are designed to help students improve their ELA skill-set and ensure that they are ready to perform and demonstrate their skills listed in the category above.

Roots Knowledge Assessment 10%

Students demonstrate their knowledge of word roots on roots quizzes.

Grammar Knowledge Assessment 10%

Students demonstrate their knowledge of English grammar on grammar quizzes.

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