



2019-'20 COURSE SYLLABUS

ERWC English 12

Expository Reading and Writing

Google Classroom Code: veganf

Kennedy HS

Mr. McCarthy & Ms. McCoy
Room C201

Part One: Course Outline Expository Reading and Writing Course (“ERWC”)

Course Focus: How writers use language to convey ideas, information, experience and emotion to affect the thoughts and beliefs of 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.

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: We will use a grading contract in this class. See the next pages for more detail about the grading system.

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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Part Two: The Contract

Dear Scholars,

This week, we start semester of your final year of high school English class. You'll notice that the way you're graded in this class is going to seem unconventional—particularly the way that I score your writing and put it in the grade book. The major purpose of this course is to help you grow your abilities to read texts (and understand them-- no matter how difficult they may be to read) and to write your ideas onto paper in a way that achieves your desired purpose. The conventional approaches that I've used in the past to help you improve your skills in these areas haven't worked as well as I've liked. I'm inviting you to join me in trying something different. It's something I think will be much more effective.

For this year, we will work with a Grading Contract. You'll notice that it is very clear how you can achieve an A, B, C, D or F. As a student and now as a teacher, I have experienced and observed that the grading of essays (or any type of writing) can be problematic. When we submit a piece of writing, the teacher grades it (gives it a score based on "quality" or "master of standards") and puts it into the gradebook, and it has an effect on the course grade of the student. When we get it back, it has a bunch of comments on it that usually serve to justify the grade that we have received, but they don't seem to really help us understand our actual growth in our writing skills. We are so focused (rightfully so) at maintaining our grade point average that we get consumed with how this will affect our grade in the class. Most of the time, we neglect to go back and revisit the feedback in a way that improves our future writing. This is a problem because the whole purpose of the course is to improve our writing. Therefore, a score of full credit will be given to writing assignments that are done on-time and in the spirit that I've asked you to do them.

Don't worry. You'll still get plenty of feedback. We will still give you plenty of indication of how well you are doing with your writing. Please take advantage of all of this feedback and "scoring" as a tool for you to calibrate your approach to writing. Always know that we will read everything you submit, but you won't always get direct comments/scores from me all of the time. Sometimes you'll get the feedback from your peers, or you'll actually evaluate yourself. Our hope is that you'll begin to rely on your colleagues, yourself AND us for your needs in writing achievement. You must become strong and confident in your own ability to know whether or not what you have written is good. We also want you to know how to truly listen to the input from other people.

Together we will work to achieve goals of the course. Your job is to meet the requirements of the contract. We'll be trying our hardest to create a culture in our classroom in which you support each other as well. The group we have in this section is truly unique. This combination of minds (with all of our different knowledge, experience, talent, insight, hopes, fears, loves, hates, etc. that these minds bring the room) will literally never be brought back together again. It's a once in a life time experience for us all to be together this way, and we hope we all take advantage of this time where our paths cross in this way.

Our Grading Contract

To Achieve an A in the course for Semester 2, you must:

- Do all that is required to earn a B, **AND**
- You must contribute to the knowledge and/or well-being of the class with a presentation (3-10 minutes) at some point in the semester. If you plan to do this, you must talk to me or Ms. McCoy for pre-approval. If we approve your idea, we will schedule a time for you to present to the class. If you have an idea for an alternative way to meet this requirement, see Ms. McCoy or Mr. McCarthy. If it makes sense as an alternative, we'll approve it.

Contact Information

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The default grade for you in the course is a B. You are guaranteed a B in the course for Semester 1 if you accomplish the following:

- For the Contract Writing Labor Category-- Essays, Paragraphs, Reflections, Creative Pieces, Peer Review Activities
 - End with 80 percent minimum. When you submit completely, with full effort and on-time, you will receive a score of 85% even if the assignment isn't perfect. Scores on these assignments deteriorate when they are late—1-3 days late: 75% , 4 or more days late: 65%. Scores could also go down on these assignments if they are incomplete—the percentage of incompleteness will be decided upon my discretion.
 - Ignore 0 (zero) assignments
- For the Contract Reading Labor Category-- Reading a text, AsYouReads, Discussion Questions, Other Homework Associated with Reading, Group Reading Activities
 - End with 80 percent minimum. When you submit completely, with full effort and on-time, you will receive a score of 85% even if the assignment isn't perfect. Scores on these assignments deteriorate when they are late—1-3 days late: 75% , 4 or more days late: -40%. Scores could also go down on these assignments if they are incomplete—the percentage of incompleteness will be decided upon my discretion.
 - Ignore 0 (zero) assignments
- For the Contract Skills Labor Category-- Root Squares, Check Your Head, Language Practice
 - End with 80 percent minimum. Scores on these assignments go down on these assignments when they are late—1-3 days late: 75% , 4 or more days late: 65%
 - Ignore 0 (zero) assignments
- For the Roots Assessments Category-- Roots Quizzes
 - End with an 80% minimum
 - These are quizzes that assess you on your knowledge of the roots. Your percentage will be the score you reach on the quiz. You may retake these quizzes as many times as you wish until the score is as high as you'd like it to be.

To Earn a C in the course for Semester 2, you must accomplish the following:	To Earn a D in the course for Semester 2, you must accomplish the following:
<ul style="list-style-type: none"> • For the Contract Writing Category <ul style="list-style-type: none"> ○ End with a 70 percent minimum ○ Ignore no more than 1 assignment • For the Contract Reading <ul style="list-style-type: none"> ○ End with an 70 percent minimum ○ Ignore no more than 1 assignment • For the Contract Skills Labor Category-- <ul style="list-style-type: none"> ○ End with a 70 percent minimum. ○ Ignore no more than 1 assignment • For the Roots Assessments <ul style="list-style-type: none"> ○ End with a 70% minimum • For the Grammar Assessments <ul style="list-style-type: none"> ○ End with a 60% minimum 	<ul style="list-style-type: none"> • For the Contract Writing Category <ul style="list-style-type: none"> ○ End with a 60 percent minimum ○ Ignore no more than 2 assignments • For the Contract Reading <ul style="list-style-type: none"> ○ End with a 60 percent minimum ○ Ignore no more than 2 assignments • For the Contract Skills Labor Category-- <ul style="list-style-type: none"> ○ End with a 60 percent minimum. ○ Ignore 0 (zero) assignments • For the Roots Assessments <ul style="list-style-type: none"> ○ End with a 60% minimum • For the Grammar Assessments <ul style="list-style-type: none"> ○ End with a 60% minimum

Students who don't earn an A, B, C, or D will receive and F for the course.

Signature	Date	Signature	Date
Student Print Name: ()		Teachers (K.C. McCarthy & Darlene McCoy)	

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