



2018--2019 COURSE SYLLABUS

English 9 Expository Reading and Writing Course (ERWC)

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Course Description/ Curriculum

The ERWC responds to the literacy challenges of the 21st century by creating college and career ready students with preparation in rhetorical reading and writing. By helping secondary students become more competent, confident users of the myriad literacies they will encounter in diverse professional and community contexts, the ERWC also addresses issues of access and equity.

The skills of reading and writing are required in post-secondary contexts, and college readiness involves developing educational habits of mind (both practical and intellectual). The ERWC curriculum builds these valuable habits of mind by using strategic rhetorical approaches to engage students deeply in critical reflections about high-interest texts on varied topics.

Text

Thematically grouped literary and expository texts included in the curriculum (provided by the teacher).

Required Materials:

One composition book is required for this class. It will be stored in the student's in-class folder. This classroom folder will be supplied and kept in the classroom. Students will come to class with lined paper and writing implements. Please have the composition book (available at Target, Dollar Stores, etc.) by **September 10, 2018**.

Grading Policy

All assignments are worth points and grades will be calculated based on the amount of points earned. **Most, but not all** work will be completed in class, during class time.

Grading Scale		Grading Percentages	
A	90-100%	Writing	40%
B	80-89.9%	Classwork/Homework	30%
C	70-79.9%	Assessments	20%
D	60-69.9%	Projects	10%
F	0-59.9%		



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Course Objectives

In addition to developing and improving the reading, writing, thinking and other literacy skills described in the above course description, students in ERWC 9 will learn academic reading, writing and speaking skills. We will focus on how to interact with text and how to think critically about what is read. Students will engage in learning that is aligned to the Common Core Standards for the English Language Arts.

Academic Expectations

- **Attendance is vital.** Should students miss class, it is their responsibility to find out what was missed.
- Completing work on time is critical to ensure learning.
- Students will enter the classroom ready for class. This means removing any hats, hoods and earphones, and putting away cellphones and other electronic devices.
- When the bell rings, students will be seated and ready to work.

Plagiarism/Cheating/Academic Dishonesty Policy:

Academic dishonesty is the use of a person's work, concepts, designs, data, ideas, research, or documentation without assigning proper credit to the source. It goes beyond plagiarism to include lying, cheating, providing and/or using unauthorized materials in preparation for an assignment, quiz, or test, and/or using and/or providing unauthorized materials during a quiz or test.

Forms of Academic Dishonesty (Examples include, but are not limited to, the following):

- Looking at someone else's work product or allowing someone else to look at one's work product.
- Using any kind of "cheat notes" during a quiz or test.
- Copying any work assigned to be done individually and/or allowing others to copy one's work.
- Unauthorized access to and/or using stolen assignments, quizzes, and/or tests.
- Providing and/or selling an assignment, quiz, and/or test.
- Using an electronic device to provide, receive, store, and/or copy information before, during, or after an assignment, quiz, and/or test.
- Collaborating on any assignment, test, or quiz without prior approval from the teacher.
- Falsifying one's attendance in order to be eligible to complete assignments, quizzes, and/or tests.

Plagiarism is a serious offense that is unacceptable and it will be dealt with accordingly.