

Expository Reading and Writing Course (ERWC) - English 12

Mrs. Krista S. O'Connor * Petaluma High School * koconnor@petk12.org

What is the ERWC?

The Expository Reading and Writing Course (ERWC), is a full-year college preparatory English course for high school seniors. The ERWC aligns with the California Common Core State Standards, addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations of college and university academics.

Course assignments are organized into several modules and are based largely on non-fiction texts. These modules emphasize the in-depth study of expository, analytical, and argumentative reading and writing. The University of California has approved the ERWC for area "b" credit (from the "a-g" requirements), and the course meets college preparatory requirements for both UC and CSU institutions.

A significant number of incoming freshmen in the CSU system alone are currently required to take remedial English courses due to the lack of proper preparation for university level reading and writing. The goal of the ERWC is to effectively prepare students for the rigorous levels of both reading and writing that will be expected of them while attending college.

Instructional Targets

This year you will be introduced to and will gain mastery over California's twelfth grade state content standards and other university expectations. By the end of the year you should be able to **know** and show you are able to **do** the following:

- use your understanding of roots and prefixes to understand new words and interpret their denotative and connotative meanings
- research, read, analyze and understand informational texts
- read, analyze and respond to literary texts
- demonstrate your ability to follow the conventions of grammar through writing
- use all steps of the writing process to develop clear essays
- effectively communicate both orally as well as through writing
- become actively involved while reading
- demonstrate critical thinking skills
- question the texts you encounter on a higher level

Vocabulary

This year we will use the online program Membean, purchased with site School Improvement Plan (SIP) funds to enhance the weekly ongoing improvement of linguistic comprehension using a multi-modal approach. Additionally through the ERWC modules, students will continue to develop their understanding of word origins, the etymology of significant terms used in a variety of fields, the denotative and connotative meanings of words, and the knowledge of Greek, Latin, and Anglo-Saxon roots that draw inferences concerning the meaning of new terminology.

Literature

Through the course of this semester students will be introduced to a variety of genres including novels, short narratives, poetry, dramas, essays, newspaper and magazine articles. However, this course will focus largely on non-fiction texts much like those students will encounter while attending college. While reading such texts, students will develop an understanding of literary and academic terminology as they think critically about the texts they read. Students may want to purchase their own copies of the larger pieces of literature being read as a class. This will allow students to document their thinking about a subject as they annotate their texts to reflect on and remember their ideas about the selected works.

Writing and Grammar

The writing process will be thoroughly addressed and explored throughout the semester to ensure all students continue to develop their writing skills using proper English and grammar. Writing is an integral part of this course and will be done on a daily basis. Students can expect to complete journals, timed writing, literary responses, argumentative and explanatory writing. Major writing assignments will include the entire writing process, from brainstorming through outlining, drafting, and revising. Likewise, students will participate in peer reviews where they will give and receive valuable feedback from other students. All formal papers and writing assignments *must* be submitted electronically to www.turnitin.com on or before their respective due dates to receive course credit.

Listening and Speaking

In order to become the most effective communicators possible, students must practice both their listening and speaking skills. Whether it be communicating with a partner, small groups, or in front of larger audiences, all students will be expected to deliver and orally present an array of information to others and the entire class. At the same time students will learn how to become active listeners during oral presentations.

Assessments

Common assessments for reading will include written responses (short answer and/or developed essays), class and group discussion, and journal responses. Assessments for writing will include the use of rubrics made available to students and discussed before, during and after writing. Vocabulary and grammar will be assessed through the use of several activities, exercises, tests and application through writing. Students are assessed through state content standards, collegiate expectations, as well as work habits. The categories for student work, aligned with the Petaluma High School English Department agreements, are listed here:

<u>Categories of Student Work</u>	<u>Percentage of Total Grade</u>
● Essays/Written Composition	45%
● Classwork/Homework (primarily module tasks)	30%
● Tests/Quizzes (on various aspects of language/content)	25%

Recommended Materials

1. A three-ring binder (may include other classes as well) for module packets A spiral bound journal or notebook
2. College-ruled binder paper
3. Highlighters (2-3 of varying colors)
4. Blue/Black pens
5. Pencils (#2)
6. Sticky notes (post-it, or any like brand)

Classroom Expectations and Procedures

1. **You must arrive with your iPad charged up and ready for classwork. Your phones must be placed in the pocket charts upon your arrival turned off or silenced.** If you do not have your iPad charged, you may not use your phone as an alternate device. Plan ahead and be prepared.
2. **No food or drink** will be allowed in class other than water.
3. You must arrive on time, with needed materials, and be ready to work when class begins. A detention will be issued for each late arrival, aligned with the school-wide tardy policy.
4. You will have passes for restroom use during appropriate times, not during *instructional* time. Your six semester restroom passes should be used judiciously and may be turned in at semester's end for three points each as evidence of your good planning and preparation. Whenever possible, take care of restroom, water, and locker visits before or after class.
5. Your academic integrity is expected in all work completed for this course. Refer to the student handbook, pages 17-19, for PHS policies related to academic honesty. Always cite all sources to give credit to those whose intellectual property you use or glean from. Plagiarism of any kind will earn you a zero on the assignment, a referral, and a conference with your parents/legal guardians.
6. **Late work will result in significantly reduce points at the discretion of the instructor. No more than 70% of possible points can be earned for late work, but students should expect no more than 50% if work is more than one class period late.** All students who will be absent on the due dates of essays and major projects must either drop the assignment off in the teacher's box, deliver the work online or via another student, emailed it to the teacher on or before the date the assignment is due.
7. Be respectful to the teacher, classmates, and all visitors.
8. Use materials responsibly, and leave your workspace clean and ready for the next person.
9. Work hard and have fun!

Back to School Night this year is on Wednesday, August 29. Parents and students are invited, and I look forward to seeing you there.

I am happy to be working with you this year and am looking forward to seeing your progress as a reader, writer, listener and speaker. The best way to contact me is via email at koconnor@petK12.org.

Expository Reading and Writing Course 2018-19

Mrs. O'Connor

Our signatures below confirm that we have read this document and agree to comply with all policies contained herein. We understand that participation in this course requires adherence to all expectations and procedures outlined in the Student Parent handbook, including all academic integrity and plagiarism guidelines of Petaluma High School.

Additionally, Board Policy dictates the following:

School Board Policy (BP) 5121: Students who miss more than 25% of the instructional time of a grading period without a legal excuse are considered to have "excessive unexcused absences." In a block schedule, 4 periods of unexcused absences per 6-week grading period in the same class shall constitute excessive unexcused absences. For classes not on a block schedule, 8 periods of unexcused absences per 6-week grading period shall constitute excessive unexcused absences. Students with excessive unexcused absences may receive a failing grade for that grading period and not receive credit for the class. All students must pass four years of English to graduate from Petaluma High School.

Student Name (print): _____

Student Signature: _____

Parent/Guardian Name(s) (print): _____

Parent/Guardian Signature(s): _____

Best Phone Number to reach a parent or guardian: _____

Best Email to reach a parent or guardian: _____

If there is any additional information that you would like to share about the student's learning needs, please add it here.

Thank you!

Mrs. O'Connor

koconnor@petk12.org

<http://oconnorenglishphs.weebly.com>