**ERWC 12 2022-2023**

**Chino Hills High School**

**Instructor: Ms. Stacia Lloyd**

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Expository Reading Writing Course (ERWC) is designed for the college-bound student working at or above grade level. In addition to a college preparatory course, it also allows students who scored a “conditional ready” status on the English EAP administered during junior year and a “C” or above both semesters of the ERWC to be re-designed “ready” on the EAP. Course content is dictated by ERWC requirements and focuses on the full range of text genres, but primarily on non-fiction texts, rhetoric, and composition. Such coursework more closely reflects the skills required in a college freshman composition course and includes the following:

 **GENERIC**

1. to be knowledgeable in a minimum of seven areas: one novel, one longer non-fiction text, research articles, short fictional prose, Shakespeare text, poetry selections, and several essayists and columnist.
2. meet all relevant California Common Core Standards in English for twelfth grade (some of which overlaps with the following list).

 **WRITING**

1. develop academic/analytical essays that are focused on a central idea, developed with information learned from assigned texts, uses valid reasoning and relevant and sufficient evidence which is well-organized in an appropriate and effective pattern that structures ideas in sustained and persuasive ways, and is free from grammatical and mechanical errors.
2. do any from #3 as 300-500, 500-1000, or 1000-1500-word essays (teacher-read drafts must be typed in the **MLA** format) **OR** as timed writings.
3. maintain a portfolio and reflect upon its contents.
4. write a well-focused thesis (preferably a full thesis paragraph as an introduction) that identifies the subject to be discussed and focuses the direction of the essay (avoiding merely re-asking the question itself).
5. incorporate the texts of others effectively and use documentation styles suitable to the task, genre and discipline.
6. show an understanding of both research and writing processes, including collaborative revision, documentation, and effective and rhetorical use of evidence.
7. revise what they have drafted, rethinking their focus, point of view, organization, logic, and structure; improve sentence variety and style, and enhance sophistication of meaning and tone in ways that are consistent with purpose, audience, and genre.
8. edit their work for clarity; for standard written English grammar, usage, and mechanics; for diction and for an appropriate level of formality to demonstrate control of grammar, diction, and paragraph and sentence structure.
9. demonstrate the ability to observe, evaluate, and regulate one’s development as a writer of expository texts, including the identification of areas needing further growth.
10. write mature and insightful analysis and argument (with global scope) – analysis, interpretation, discussion, explication – to complement their use of evidence.

 **READING**

1. analyze the features and rhetorical devices of different types of texts and the way in which authors use those features and devices.
2. analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.
3. analyze an author’s implicit and explicit political and/or philosophical assumptions and beliefs about a topic, as well as the appeals used to express these perceptions.
4. identify and assess the impact of ambiguities and complexities within the text.
5. demonstrate an understanding of elements of discourse (e.g. purpose, speaker, audience, genre) when completing reading assignments.
6. make warranted and reasonable assertions about the author’s arguments and themes by citing strong and thorough textual evidence to support analysis of what a text says and implies.
7. critique the validity of arguments in texts; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g. ethos, logos, and pathos).
8. draw inferences and conclusions from information given, including visual arguments.

 **SPEAKING AND LISTENING**

1. engage in discussion as both a speaker and a listener – interpreting, analyzing, and summarizing.
2. recognize the intention of a speaker and be aware of the techniques a speaker uses to affect an audience
3. present oral reports (speeches) – both informal and formal – to the class.
4. recognize important points and take good notes of lectures and class discussion.
5. initiate and participate effectively in a range of collaborative discussions •with peers.

 **HABITS OF MIND**

1. act as motivated, self-directed learners.
2. persist during difficult academic tasks.
3. consider new ways of thinking and being; see other points of view.
4. learn to critique one’s own and other’s academic work.
5. reflect on one’s own learning and on the processes that shape knowledge.

 **TEXTS**

**•** *Brave New World* by Aldous Huxley

**•** *Hamlet* by William Shakespeare

**•** Various ERWC essays and articles, as well as from newspapers or magazines

**•** Text or skill-relevant video clips, such as YouTube videos on rhetoric

**•** Other student choice texts

 **EXPECTATIONS FOR MS. LLOYD’S ERWC 12**

Class assignments are going to be posted on Google Classroom to reduce the amount of paper flow, so it is expected that students bring their Chromebooks charged and ready to use in class every day. Assignments should be submitted to Google Classroom on a Google.doc/Kami.doc. Some exceptions may apply to students with IEPs or 504s, although essays must be typed in the MLA format and submitted via a Google.doc. Late essays and individual or group projects will be deducted ten percent each day late.

All rules, policies, and procedures as issued by Chino Hills High School will be strongly enforced.

1. **Be safe.** Enter and exit the room safely – walk, do not run. Do not plug in and charge chrome books in nearby outlets in the classroom.

2. Do not use sprays scents/perfume/cologne in the classroom in order to be sensitive to those who have allergies.

3. **Be respectful.** Always be respectful and considerate of your teacher and other classmates. No inappropriate language or actions will be tolerated. Students are expected to abide by dress code or may be sent to the office.

4. **Be responsible.** Make sure that all your assignments are turned in by the due date assigned in Google Classroom. A word of caution: please do not wait until the last minute to upload work to Google Classroom. You will often find the system overwhelmed and unable to grant your request. Please e-mail immediately if there are any complications.

5. Students are expected to be on time to class and ready to learn. Excessive tardies (five or more per semester) will negatively impact a student’s Citizenship grade and their ability to learn.

6. Along with their charged Chromebooks, students are expected to bring the ERWC Reader with them every day to class.

7. For assignments, quizzes, or tests collected in class, students are expected to write their full name, period, date, and name of the assignment. Failure to do so may result in zero credit.

8. **Be ready to learn.** Students are expected to keep cell phones *put away* (not on desk or in lap) during class instruction and discussion activities unless instructed to use or given permission to use in an emergency. Students will be warned once before I will take away phone. Phones will be taken away for the period without a warning if student is playing games/using social media.

9. Keep in mind that missed class will result in missed information and learning opportunities. Learning requires a positive and focused environment, and when learning is the focus, discipline problems rarely occur in class.

**GRADING POLICIES**

I do not give grades; students earn them through their own hard work. Your grade will reflect what you have put into my class. I will always work with a student to raise their grade if they are willing to do the work. Although English is a subjective field, I utilize rubrics and a standards-based approach to grading, which means that most assignments have separate grades aligned to each standard assessed. However, much of the classwork activity assignments will receive credit upon completeness and quality of work.

This class is based on a **weighted point system:** essays/projects/tests – 50%, classwork – 30%, quizzes – 10%, and independent reading – 10%.

Grades will be awarded as follows:

A+ = 100 and above B+ = 88-89 C+ = 78-79 D+ = 68-69 F = 59 - below

A = 93-99 B = 83-87 C = 73-77 D = 63-67

A- = 90-92 B- = 80-82 C- = 70-72 D- = 60-62

\* I will round X9.5 % and above to the next letter grade up (at my discretion). Semester grades are determined by the total amount of points acquired in each weighted category throughout the semester.

Assignments, tests, or quizzes missed due to legally excused absences may be made up without a loss of points. However, students will only have one day for each day missed in which to make up missed work for full credit. Long-term assignments with prearranged due dates (i.e. most of the assignments in the portfolio section of the course grade) must be turned in **on or before** the due date. If the student is legally absent from class when such an assignment is due, it is his/her responsibility to send the assignment to Google Classroom that day during which the student is enrolled. After the due date the assignment will be deducted 10% each day late, except in the case of medical emergencies (i.e. hospitalization) and bereavement at which time different due dates will be assigned. If other emergencies occur or if the student or family is experiencing other serious issues, please contact me. I am sensitive to the many perils of life and can set up different due dates, when warranted. The key is to communicate with me. Tests and timed-writes missed due to an absence will be given in class when the student returns unless prior arrangements have been made. All work missed while students are on school-sanctioned activities is due on the scheduled due date. It is the student’s responsibility to see that the teacher receives the completed work and get any homework/class assignment that may have been given. Assignments, tests or quizzes missed due to an unexcused absence and short quizzes missed due to showing up late for online instruction may be made up for partial credit. Therefore, if you cut class, your grade will suffer. **No class assignments will be accepted late.** Plan ahead and be responsible. To avoid misunderstandings, students are required to keep all graded papers until the end of each grading period. If mistakes are made in the grading or scoring of assignments or tests, it is the student's responsibility to bring this to the attention of the teacher as soon as possible. The teacher error on the assignment or test must be shown to the teacher. No change will be made unless the student has the actual assignment or test. I do not anticipate making errors, but teachers are humans too.

**\*\*\*A note about CHEATING and PLAGIARISM**

Our learning community demands that we maintain our integrity at all times. If you cheat or plagiarize material (see the school’s “Academic Honesty” for definitions), you break that essential trust in our classroom. If you are caught cheating, your parents will be notified immediately, and you will receive a zero on that particular assignment or test (you will *not* have the option to redo/retake). Note: assignments will use a plagiarism check via Google Classroom.

**Return only this portion.**

**Student/Parent Acknowledgment**

I have read and will comply with the expectations and regulations of ERWC 12 as taught by Ms. Lloyd for the 2022-2023 school year.

**Print Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_

**Student Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

I have read and understand what is expected of my child in ERWC 12 as taught by Ms. Lloyd for the 2022-2023 school year.

**Print Parent Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Best way to reach you via phone or email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Below, please provide me with any comments or concerns you would like me to know about your child. This may include special instructions, IEPs, 504s, health concerns, etc.