

Course Syllabus: Expository Reading and Writing 11

Mrs. Byun-Kallevig

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Course Description: Expository Reading and Writing 11 is a UC/CSU and district-approved course for eleventh grade English credit designed to prepare students for collegiate level reading and writing. The course will prepare students to read and analyze fiction and nonfiction works in modern and historical American Literature representing the classical and modern modes of rhetorical discourse, and emphasizes non-fiction reading and a combination of timed and process oriented writing tasks. It is designed to help prepare students for college level reading and writing, and will prepare students for success on the Early Assessment Program (EAP) portion of the California Standards Test (CST) taken in the spring of 2010. Students will be challenged to grow in their critical thinking skills and especially in the quality of their argumentation, develop skills that will help them write clear and effective expository and persuasive compositions, and further develop the ability to produce an effective research paper. Reading will include various reading strategies such as text annotation, discussion, as well as critical writing and thinking for full length works in American Literature, including fiction, nonfiction, drama, poetry, short stories, essays, and articles.

Course Content Standards:

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students.

Writing

1.0 Writing Strategies Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process

2.0 Writing Applications (Genres and Their Characteristics) Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Written and Oral English Language Conventions

1.0 Written and Oral English Language Conventions Students write and speak with a command of Standard English conventions.

Listening and Speaking

1.0 Listening and Speaking Strategies Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

2.0 Speaking Applications (Genres and Their Characteristics) Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard

Required and supplemental texts:

The Bedford Reader, 10th edition; Glencoe, The Reader's Choice, American Literature; literature may include: The Adventures of Huckleberry Finn, The Crucible, The Great Gatsby, Fahrenheit 451, Dear America: Letters from Vietnam, Barrio Boy, Death of a Salesman, Catcher in the Rye, among other American novels and works, as we continue to acquire resources as a new school.

In addition to the standard textbook, students will be required to read novels/books outside of class consistently throughout the school year. Some of these novels will be provided through the MMHS library as a class text, others will be the responsibility of the student to locate and read on their own. Please make sure that you are consistently reading outside of class.

Supplies:

Students must keep their work organized, and come to class prepared to complete assignments. Students should bring a 70-page spiral notebook (college ruled) for their year-long journal.

Format:

All work in this class will be completed using MLA format (Modern Language Association). The heading, spacing, and structure of MLA will be taught in the beginning of the year, and reinforced throughout the remainder of it.

Grading: The common grade scale for 11th grade English is as follows:

30% Assessments – Assessments include tests, quizzes, essays, performance assessments, etc.

35% Writing – The writing category will include timed and process essays along with journals, quick-writes, etc.

20% Coursework – This category includes both graded class work and graded homework. Not all work done in class will be graded, as some work is in preparation for larger assignments.

10% Participation – Participation includes Warm-Ups, DOL, participation in class discussions and activities, work completion, etc.

5% Final Exam – The final exam for each course is a district wide, standardized multiple-choice test, and may include additional components that are individual to each teacher.

Academic Honesty: Academic honesty is integral to RAM PRIDE. The work you turn in must be your own, and any references to the work of others must be properly cited, otherwise you are committing theft – the theft of ideas. This is, in the adult world, punishable by law through fines, loss of work, loss of college degrees, or even imprisonment. As described in the MMHS Discipline Matrix, academic dishonesty will result in loss of credit for your work, Saturday School, Suspension, or possibly your removal from the course. Please be honest in your work. Most writing will be submitted to Turn It In.

Required Coursework/Homework: Students in this course will have consistent homework and class work that needs to be completed on time. Work will be graded and returned in a timely manner. This work may include writing assignments, journals, work from the literature book, reading, worksheets, blogs, research or projects.

In addition to regular coursework, students will complete three to four major pieces of writing per semester. In addition to regular timed and process writings, each year students will complete one research paper.

Each semester, students will choose two novels to read: due week 8 and week 17. Students will be in groups of 3-4 and rotate through 4 literature circle assignments. These assignments will be presented to their group. Students will have an exam on the book on the last group presentation.

Attendance/Promptness: As described in the student handbook, RAM Tracks, students are expected to be in school, on time each day. Inconsistent attendance will significantly impact your ability to be successful in this class in many ways.

Warm-Ups: Students will participate in a daily Warm-Up activity that will consist of a journal, or work with grammar, syntax, reading comprehension and analysis, or vocabulary.

Late/Make up work/tests: Late work for most assignments will be accepted for one week after the date the assignment was due, and will be marked down to 50%. Students must clear all absences. No work will be accepted if the absences have not been cleared. Students who are absent have several options to keep them from getting behind in their work. Homework and class agendas will be posted daily on the class webpage, so that you will be able to find out what you missed and come back on track. The teacher may also be contacted via phone or E-mail during the absence to find out what is being missed. In the event that these options are not possible, the student must see the teacher upon his or her return to school to find out what can be made up and how to do so. If there was an assignment due that was given prior to the absence, it is expected that it will be completed and ready to turn in the day the student returns to school.

Tests may be made up promptly by appointment with the teacher. An alternative assessment may be given in some instances where test security is an issue, or when it is not possible to duplicate the exact test that was given in class.

PRIDE Period: Students are welcome to come to my PRIDE period on Wednesdays to get help, make up tests, or work on their assignments for my class. This is an excellent opportunity for them to make up missed quizzes and tests, as well. They must sign up with me before Wednesday, and indicate what they will be working on so that I can be better prepared to assist them.

Hall Passes: Students will be allowed to use the restroom as needed. They will need to obtain permission from the teacher prior to leaving the room, and they must record the date, time out, destination, and time in on the pass. Restroom use will be monitored, and if there is ever a concern about excessive use, the teacher will conference with the student, and establish an appropriate use plan for that student individually.

Family Contact: Families are encouraged to contact me via phone or E-mail any time that they have questions or concerns. E-mail is the most effective form of communication. I will also be available to meet with families, should the need arise, by appointment.

Citizenship: standard school wide (RAM PRIDE – **Purpose, Responsibility, Integrity, Duty, Excellence**)

As explained on pages 9 and 10 of RAM Tracks, students will be expected at all times to:

- Model positive behavior and contribute to the well-being of the school community.
- Engage in higher-level thinking and contribute to a clean school environment.
- Act with personal integrity and follow school behavioral expectations.
- Contribute to a clean and orderly school environment and treat others with respect.
- Uphold a culture of safety and respect for others and contribute to a positive school culture.

- Think about character before acting out and make the right choices for your future.
- Use every opportunity to make the right choices and positively influence others.
- Use every opportunity to make the right choices and positively influence others.
- Treat others with respect and compassion and do everything possible to resolve conflicts peacefully.
- Model positive behavior and act with personal integrity.
- Take personal responsibility for academic performance and act with integrity.
- Engage in classroom activities and utilize effective work habits.
- Embrace the culture of continuing education and follow school behavioral expectations.
- Display a motivation for learning and utilize effective work habits.
- Contribute to a positive school culture and model positive behavior.

General Expectations and Rules with Consequences: All students are expected to adhere to the MMHS Behavioral Matrix in the student handbook – RAM Tracks. All school and district rules will be upheld in this class at all times. This means specifically that there will be no food or drinks in class, other than water, no gum, no hats worn in class, no electronic devices visible or audible in class, no harassment of any sort, no writing in the textbooks, no plagiarism, no breaking of dress code, no profanity or lewd language, and that all students will constantly demonstrate respect for each other, the teacher, and the school. Infractions of school rules and/or disrespect to others in the class will result in the following consequences:

1st offense – verbal warning

2nd offense – Meeting with teacher during student’s free time for conference, written plan/apology, other remedy...

3rd offense – Parent contact

4th offense – administrative referral

Other behavioral management practices may be employed as need at the teacher’s discretion.

Please sign and return the bottom portion of this syllabus, and keep the information for your records.

I have read and understand the components and expectations of English I and am aware of Mrs. Stone’s contact information.

Printed student name _____ Period _____

Student Signature _____ Date _____

Printed Guardian Name(s) _____

Guardian Signature _____

Email address: _____ Phone number: _____

Student E-mail address _____

Please complete the survey below and return with your signature. Students will be required throughout the year to complete typed assignments for this course. Students will also be asked to participate in online research and/or discussions. Also, due to budget constraints, students may be asked to print handouts and worksheets from the teacher website from home.

	Daily	Usually	Occasionally	Never
Student has access to a computer at home				
Student has access to the internet at home				
Student has access to a printer at home				

Comments: