

Oakmont High School Mission Statement

The Oakmont community empowers and engages all students, preparing them for lifelong success as contributors in a global society.

EXPOSITORY READING AND WRITING COURSE (ERWC)

The ERWC (Expository Reading and Writing Course) is a Common Core Standards-aligned college preparatory, rhetoric-based English Language Arts course for grade 12 designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking).

Enrollment:

With few exceptions, you have been selected for this course because you have scored "Conditionally Ready" for college level English on the California Standards Test assessment this past spring. By completing this course with a grade of C or better, you will be considered "Ready" for college level English. Colleges have eliminated remediation courses, and placement in entry level English is determined by several factors: GPA, ACT/SAT scores, completion of supporting college-level English such as ERWC.

Objectives:

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Students in this course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The design of the course presents a scaffolded approach for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. **By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.** - adapted from UC English Course Proposal for the CSU Expository Reading and Writing Course

Course Content:

The course is comprised of a series of mini-modules which are concept based and full-length modules that are designed to engage students in critical thinking about a variety of timely and engaging subjects. We will study 3 mini modules, 3-4 full length modules, plus two full-length works: William Shakespeare's *Othello* and *Into the Wild* by Jon Krakauer.

Students will be expected to keep an online portfolio of their writing and regularly reflect on their growth over the course of the term.

Required and Supplemental Texts:

- *Into the Wild* by Jon Krakauer (required)
- *Lord of the Flies* by William Golding
- *Othello* by William Shakespeare (required)
- Expository and Informational Texts
- Atypical "texts" such as youtube videos, TedTalks, infographics, Podcasts

Course Learning Objectives: <http://www.corestandards.org/ELA-Literacy/CCRA/L/>

READING	WRITING	LISTENING AND SPEAKING
---------	---------	------------------------

<ol style="list-style-type: none"> 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text. 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 6. Assess how point of view or purpose shapes the content and style of a text. 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. 10. Read and comprehend complex literary and informational texts independently and proficiently. 	<ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a 	<ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. <div data-bbox="1063 1255 1513 1318" style="border: 1px solid black; text-align: center; padding: 5px;">LANGUAGE</div> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 4. Determine or clarify the meaning of unknown and multiple-meaning words and
--	---	---

	range of tasks, purposes, and audiences.	phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
--	--	--

Google Classroom:

All materials and assignments will be posted and turned in through Google Classroom. Students have been automatically loaded into our google classroom, but I am including the class code below should students need it. The weekly calendar, assignments, and all other announcements will be posted in google classroom. Please do not turn off notifications for Google Classroom; Notifications will help you stay on top of assignments and due dates.

GOOGLE CLASSROOM	CLASSCODE
Period 4	22wifnv

Zoom:

All class sessions will be hosted through Zoom. The times, links, and passwords are posted below. Please see the Viking Expectations chart on the last page for details on norms for our meetings. Also, please note that Zoom only allows me to schedule 50 meetings in advance. Thus, the Zoom link to these courses will CHANGE on October 1st. I will send a new link and provide plenty of reminders in advance.

ZOOM INFORMATION	MEETING TIME	MEETING LINK	PASSWORD
Period 4	12:30 - 1:30 PM	https://bit.ly/ERWCZoom	711263

HUB (Fridays, Period 4)	1:45 - 2:45 PM	https://bit.ly/HUBFall2020	028618
-------------------------	----------------	---	--------

Communication:

In these estranged and difficult times, communication will be our key to success. I recognize that, as seniors, many of you have obligations outside of school: jobs, siblings, personal and familial responsibilities that demand your time and attention. If you are having any difficulties getting your work completed, please do not hesitate to reach out to me. This class is a required course for graduation, and I do not want it to stand in the way of you getting your diploma. **The best way to reach me is through email at lbaldwin@rjuhsd.us.** I do not typically respond to emails after 5PM, but I will respond within 24 hours.

Attendance and Absences:

Class starts at 12:30 PM and attendance will be taken daily. Students are expected to be **Present AND Engaged** in class for the duration of the class period. To be marked **PRESENT** students must be live on ZOOM **AND** must be actively engaged in the assignments being presented that day. A student will be marked **NOT PRESENT** if they do not attend a scheduled ZOOM class **OR** if they are logged on but not they are not engaged and contributing to class.

If you have to be absent for any reason, direct instruction and modelling of assignments will be recorded and uploaded to google classroom for students to access. It is the responsibility of the student to watch any recorded lessons they may have missed due to absence. Additionally, weekly agendas with links to assignments will be posted on Mondays to Google classroom. Please check there first for missed assignments.

Exit Tickets:

Classes will typically end with a short exit ticket. If you are present at the beginning of class, but miss the exit ticket event at the end of class, those points cannot be made up at a later time. You do not need to make up the exit ticket if you are absent, but you should complete the other assignments.

Academic Integrity:

All work the student presents must be his or her own. Copying or paraphrasing another person’s work or ideas will be considered a violation of this policy. The student should be certain that during a test or a quiz he or she does nothing that could bring integrity into question. Also, when writing any assignment in which the student has been required (or has chosen) to consult outside sources, the student must properly give credit to the author(s) of the source(s) and include all pertinent bibliographical information. If the student needs any assistance in doing this correctly, please ask; your instructor is delighted to help.

Plagiarism is when a student copies someone else’s words or ideas without giving credit to the original author/speaker. If a student plagiarizes a homework assignment, an essay, or a formal research paper, the student will be required to resubmit an original assignment the following day and the incident will be reported to site administrators, counselors, and the parent/guardian. If a second submission is plagiarized, the student will receive a zero on the assignment.

General Grading Guidelines:

‘A’ work is truly outstanding. Insights are articulate, accurate, deep, and thought provoking. The ‘A’ student thinks critically and generates superior inferences. Essays demonstrate sophisticated style, near-perfect grammar, and strong development. Needless to say, ‘A’ work is thoroughly complete.

‘B’ work is interesting and above average. Insights may not be as far reaching or deep as the top quality work, but the student demonstrates and explores critical thinking. Essays may not be quite as sophisticated or as well developed as top-scoring essays. Again, all work is complete.

‘C’ work is complete, but most ideas are obvious or barely insightful. Critical thinking is minimal. Written work attempts to prove those ideas that most readers already understand, and presents ideas in a simplistic manner.

‘D’ work may be complete, but lacks evidence of critical thinking and analysis.

‘F’ work is grossly incomplete or missing.

Evaluation Procedures:

A Student’s weighted grade will be determined each term as follows:

- Formative Assessments and Engagement 30%
- Summative Assessments 70%

Grading Scale:

100-90% = A 89-80% = B 79-70% = C 69-60% = D 59% and below = F

Grades can be rounded only if a student has been present and engaged throughout the grading period.

VIKING EXPECTATIONS

VIKING EXPECTATIONS	CHOOSE RESPECT	BE RESPONSIBLE	HAVE INTEGRITY	ACTIVELY ENGAGE
EXPECTED STUDENT BEHAVIOR IN OUR DIGITAL CLASSROOM	<ul style="list-style-type: none"> ● Many ZOOM sessions will be recorded so that students can access them later. Be mindful of this as you choose your on-camera behaviors. ● Use appropriate 	<ul style="list-style-type: none"> ● Arrive a few minutes early to the start time. ● Keep yourself muted until it is time for you to talk and participate. You may also use the chat to ask questions. 	<ul style="list-style-type: none"> ● Use only your first and last name for screen names. ● Be mindful of others’ feelings, opinions, and experiences ● Complete assignments on your own. If you 	<ul style="list-style-type: none"> ● Attendance is important for your learning. Log-in and attend all ● scheduled class meetings. ● Let me know if you will be absent. Make up assigned work

	<ul style="list-style-type: none"> ● language and tone with everyone ● Respect others' personal experiences and perspectives. ● Reduce distractions before joining class. 	<ul style="list-style-type: none"> ● Be present - physically and mentally. Please leave your camera on unless instructed otherwise. ● Take an active, positive role in classroom discussions. 	<p>are struggling or need extra time, come talk to me.</p> <ul style="list-style-type: none"> ● Do not share quiz or test information with other classes 	<p>when you miss a class.</p> <ul style="list-style-type: none"> ● When you are in breakout groups, stay focused on the questions and participate fully. Participation in whole-group and breakout discussions will be graded.
Classroom Routine/Behavioral Expectations				
Entering the Classroom	<ul style="list-style-type: none"> ● Arrive a few minutes early to the start time to prepare yourself for class. ● Make sure your camera is on and that you are muted. ● Complete the warm-up assignment. 			
Working in Break-out Groups	<ul style="list-style-type: none"> ● In breakout groups, be a partner that contributes equally. ● Respect others' perspectives, thoughts, and feelings. This class deals with current events and can get controversial! ● Remain on task. When your group is finished with the task, wait patiently to be brought back to the whole group. 			
Technology Use	<ul style="list-style-type: none"> ● Use only your first and last names as screen names. ● Keep your backgrounds simple so they don't distract from our conversations. ● Have your device fully charged or plugged in before class. 			
Asking for Help	<ul style="list-style-type: none"> ● Ask questions. Feel free to email me, but know that I try not to check my school email past 5PM. I will get back to you as soon as I can. 			
End of Class	<ul style="list-style-type: none"> ● Class will typically end with a (graded) exit ticket. Please don't leave the Zoom until dismissed. 			

Acknowledgement:

Students and parents, please use the following form link to acknowledge that you have received the English 12 syllabus and that you are aware of the content and objectives of the course as well as its policies and procedures.

ACKNOWLEDGEMENT	FORM LINK
Period 1	https://bit.ly/ERWCAck