**Expository Reading and Writing 12**

Please closely read this information with your student. Please be aware of the material we will be covering this year, as your signature at the bottom of this paper and/or the digital receipt from the email attachment of this document informs me that you have read and understood the expectations and standards.

**Expository Reading and Writing or EXPO 12** will prepare twelfth grade students for college level work by requiring them to read extensively from challenging essays from across the disciplines and to write in various modes and styles. Students will be exploring **narrative, expository, analytical, process analysis, and response to literature, causal analysis, and persuasive modes of writing.** These modes of writing are designed to promote higher level analysis and critical thinking. Students will learn the power of rhetoric and how it is used to manipulate the reader; through this tool they will come to understand the power **of description, illustration, comparison, analogy and argument**. At this course's completion, students should be prepared to meet the intellectual demands of university and the workplace.

**Course Goals and/or Major Student Outcomes**:

The goal of this course is to prepare students for critical reading and writing tasks necessary for success in college and the workplace.

Major student outcomes are:

-Ability to understand analytical reading.

-Effective expository writing.

-Critical thinking across disciplines.

-Steps taken to achieve strong reading comprehension skills.

**Instructional Methods and/or Strategies:**

-Lecture

-Modules from CSU ERWC text and Online Site

-Discussion

-Writing process: pre-write, draft, compose, revise, edit

-Small Group Discussion

-Group Projects

-First term research project

-Second term Senior Portfolio

**Assessment Methods and/or Tools:**

Students will regularly write essays and/or rhetorical pieces, based on the readings assigned and module-based activities. Essays will be assessed based on rubrics modeled after UC Subject- A rubrics. Students will also keep a portfolio of their work. This portfolio will be reviewed frequently and designed for continual revision of work. The end of the year final will be a product of this year’s work; it is imperative that **students keep and REVISE their work.**

**\*PLEASE SAVE AND BACK-UP ALL REQUIRED PORTFOLIO ITEMS. DO NOT DELETE ESSAYS/PROJECTS AFTER YOU’VE PRINTED. EMAIL THEM TO YOURSELF OR SAVE THEM ON A FLASHDRIVE!!!! THIS WILL SAVE YOU HOURS OF TIME AND ENERGY.**

**Format and Organization:** This course is run through the Canvas LMS. The lessons are located from the “Agenda” button on the home page of the course.

**Policies:**

**Attendance:** The expectation is that students attend every class meeting and arrive on time, prepared, and ready to work. Consult Canvas for information about what was covered and what’s due in the event of an absence.

**Late Work:** All assignments include due dates. For work not submitted on time, a score of zero is most often automatically issued in Canvas and remains there until the assignment is submitted and evaluated by the teacher. Keep in mind that grading late work is generally not a teacher’s highest priority. Assignments will be open during the current 6-week grading period, with multiple opportunities to resubmit. After the closing date, assignments will no longer be open for submission. Assignments turned in 5 or more days late will receive a grade not higher than 75%, but the actual grade will be based on quality of the work submitted, at the teacher’s discretion.

**GRADING CATEGORIES**

**Reading Informational Texts & Literature – 30%**

**Writing – 30%**

**Listening and Speaking – 20%**

**Language – 20%**

**ENGLISH DEPARTMENT CELL PHONE/ELECTRONICS POLICY**

**Student use of cell phones, ear buds/headphones, and other electronics has become an increasingly negative distraction and/or disruption during classroom instruction, interfering with student learning and engagement.**

**To support and maintain an environment conducive to learning and engagement, cell phones, ear buds/headphones, and other electronics must be turned off and put away while class is in session (unless otherwise directed by the teacher for academic purposes).**

**Failure to comply with the cell phone/electronics directive may be considered “defiance” and result in behavioral consequences. Additionally, cell phones, ear buds/headphones, and other electronics may be confiscated by faculty and/or an administrator, and parental pickup may be required.**

**If you need to contact your child in case of an emergency, call the front office at (951) 894-5750.**

**ENGLISH DEPARTMENT ACADEMIC INTEGRITY POLICY**

**Students need to take personal responsibility for their academic performance and demonstrate academic integrity. Academic dishonesty includes, but is not limited to, cheating or the attempt to copy assignments from other sources (another person or online), using notes without permission, turning in work that’s done by someone else, or by an Artificial Intelligence (AI) tool when prohibited—either in part or in whole, forging, altering and/or duplicating school documents or signatures, plagiarism, sending text messages of answers, and using photography to capture/reference assessment data, assignment answers, or other information. Consequences for academic dishonesty may be implemented at the discretion of the teacher and/or by administration. This may result in zero credit for the assignment as well as progressive discipline. Consequence severity will increase if the offense repeats.**

**Reading Material**:

*Reading Rhetorically*: Brief Edition, Bean, Chappell, Gillam

*McGraw Hill Reader(in class only)*: Eight Edition, Gilbert H. Muller (supplemental text)

CSU ERWC Expository Modules/Online drafts and resources as well

Shakespeare’s *Hamlet(excerpts)*  *Krakauer’s Into the Wild*

Orwell’s *1984* Shelley’s *Frankenstein*

Huxley’s *Brave New World*

**Films and Excerpts:**

*Frankenstein* 1995 *Documentaries: TBD*

*Young Frankenstein* *V for Vendetta*

*Hamlet* *Into the Wild*

*Children of Men* *Minority Report*

Some of these films are rated ‘R’ due to mature content. These films will be shown as a supplemental piece for each novel and some will only be seen in excerpts; the intention is to give each student a deeper understanding of the text. If you object to any of the above films, please inform me via email, telephone, or in writing. Portions of the films that do not pertain to the founding themes of the literature will not be viewed.

I have read the above information, and I agree to the preceding terms.

Guardian’s name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Guardian signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Today’s Date \_\_\_\_\_\_\_

If you have any questions or concerns, please contact me via email at: [aclay@murrieta.k12.ca.us](mailto:aclay@murrieta.k12.ca.us)

Thank you, I look forward to an incredible year of learning!

Best,

Mrs. Angela Clay