



# EXPO II: course syllabus

Mrs. Baladez

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Room 601

## COURSE DESCRIPTION

This course meets UC/CSU and District graduation requirements for English. Expository Reading and Writing 11 will prepare students to read and analyze non-fiction works representing the classical and modern modes of rhetorical discourse. Students will develop skills to write effective expository and persuasive compositions, and will also develop the ability to produce an effective research paper. Students will learn to use the Rhetorical Analysis Template, developed by the CSU system, for their analysis of essays and development of compositions. This will help prepare students for college level reading and writing, and for success on the Early Assessment Program portion of the CAASPP. Also included in the curriculum are full-length works from classical and contemporary American literature, including texts like: *The Crucible*, *The Great Gatsby*, and *The Distance Between Us*.

## MATERIALS

Every student is responsible for bringing his/her own supplies to school *every day* (or to have at home for personal use during virtual learning). The following is a list of recommended materials in order to find success in this course:

- 3-Ring Binder with EXPO 11 Folder/Divider
- One **3-Subject**, College Ruled, Spiral Bound Notebook (at least 120 sheets)
- 3x3 Blank Post-it Notes (3 pack)
- Pencils and Erasers
- Dry Erase Markers
- College Ruled Loose Leaf Paper
- Multi-Colored Highlighters
- Washable Markers (Standard and Thin)
- Colored Pencils
- Ball Point Pens (red, blue, black)

## TECHNOLOGY

Technology usage, production, and proficiency is a key component of our comprehensive English Language Arts program. With this 21st Century approach to learning, students are encouraged to bring electronic devices (smart phone, iPad, tablet, etc.) to use solely as an instructional tool during class time. Any students who use a personal device for purposes other than specified and allowed by Mrs. Baladez will lose the privilege of using their technology in class. Students bring devices at their own risk; Murrieta Valley High School is not responsible for any lost, stolen, or damaged property.

Whether in a virtual, face-to-face, or hybrid learning environment, students will be expected to access technology (including the internet) outside of class time to reference and print online resources and materials, research, word-process writing pieces, print documents, and more.

## COURSE BEHAVIOR EXPECTATIONS

Students are expected to **Do Everything the R.I.T.E Way, the Nighthawk Way** in the classroom and at home (for virtual or hybrid learning).

### Respect

- Come to class every day, on time, and prepared to learn
- Listen attentively while Mrs. Baladez is speaking
- Stay focused, complete assignments, and turn in all work on time
- Value the opinions of others and treat people with kindness, face-to-face and online

### Integrity

- Respond appropriately when given directions
- Stay positive and set a good example for others
- Take responsibility for your actions
- Show academic honesty
- Use materials for their intended purpose

### Teamwork

- Work collaboratively and cooperatively with others
- Take turns to speak, quietly listening when others are speaking
- Keep hands, feet, body, and personal objects to yourself at all times
- Help create a welcoming, accepting environment
- As a group, contribute ideas and manage work load equally

### Excellence

- Ask clarifying questions and communicate your needs
- Manage your time effectively
- Utilize independent problem-solving techniques
- Commit to always give your best and produce high-quality work
- Be goal-oriented and always strive for more

# CONSEQUENCES

Inability to adhere to course expectations will result in the following consequences:

- **1st Offense:** Dialogue between teacher and student with clarified expectations
- **2nd Offense:** Loss of time or privileges and/or parent communication
- **3rd Offense:** Parent communication, detention or low-level referral, establish plan for improvement
- **4th Offense:** Parent communication, OCI, or office referral

Depending on the severity of the infraction, consequences may vary and are up to the teacher's discretion.

# GRADING

All grades will be determined using the following grading scale:

90–100%	A
80–89%	B
70–79%	C
60–69%	D
0–59%	F

The following weighted categories will be used to make up every student's grade:

Writing: 30%
Reading: 30%
Speaking & Listening: 20%
Language: 20%

In the classroom setting, all submitted work should be neat and legible, written in pencil (unless otherwise specified), on smooth (no tears, crumples, folds, or spiral edges) college-ruled paper. In a virtual learning setting, all work should be word-processed using Microsoft Office 365. First and last name, date, and period must appear in the top corner of all work. Processed writing pieces should be typed using MLA format, submitted to Turnitin.com, and (in the classroom setting) printed out and handed in.

**In class**, students will work independently and in cooperative learning groups. Any unfinished classwork is then considered homework (in addition to any other homework assigned), due the following class period. In order to receive full credit, work must be submitted at the **beginning** of class on the day it is due. **In virtual learning**, students will mostly work independently, but will also collaborate with peers in an online format. Students will be responsible for working on Expo 11 assignments during the scheduled course time. Student work must be submitted by 11:59pm on the due date in order to receive full-credit. Late work will be accepted up to **one calendar day** past the due date, but will only receive half credit. Please communicate with Mrs. Baladez if you know that you won't be able to submit an assignment on time. No credit will be given if work is not turned in or if work is submitted after the one day grace period. All assignments will be posted on Canvas for student reference during both face-to-face and virtual learning. **There will be no opportunities to receive extra credit.**

**In all learning models**, students will be graded on their performance—their ability to show proficiency in meeting the grade level standards—not solely on participation or work completion.

# ABSENCES

During face-to-face learning, if a student is absent, s/he is expected to check Canvas to find out what s/he missed. It is the student's responsibility to catch-up (read, take notes, etc.) and make up any missed assignments. All make-up work must be submitted the next class after the absence, in order to receive full credit. If a student is absent on the day something is due, it is his/her responsibility to submit the assignment electronically on the due date or hand in the assignment the day s/he returns to school or. If a student is absent on the day of a test or quiz, s/he is responsible for making up that assessment before or after school, during lunch or Office Hours (by appointment only) within one calendar week from the absence; make-ups will not be offered past the one-week deadline.

During virtual learning, students are responsible for checking in for regular attendance with Mrs. Baladez during the scheduled course day/time. If a student is unable to participate in the scheduled activities, s/he is responsible for communicating via email to clarify his/her situation and to discuss a plan to make up for the absence.

# POLICIES

At school, students are expected to use the bathroom before school, during passing periods, break, and lunch. However, in the case that a student needs to use the restroom during class time, s/he may sign out, take a pass, and go. A limited number of students will be permitted to go each period and if the privilege is abused, students may not be allowed to use the restroom during class time. Students may have bottles of water in class, but no other food or drink is permitted (including gum). Students will not be able to leave during class time to get a drink of water.

If a student shows academic dishonesty by plagiarizing someone else's work (which includes using a source without citing it) or by giving his/her work for another student to copy, s/he will receive a zero on the assignment without the ability to make up the lost credit. Students will submit work through Turnitin.com, which generates a Similarity Report based on the uniqueness of the writing. If students submit work with a high Similarity Index with excessive identified similarities, they may receive a zero on the assignment without the ability to make up the lost credit. Especially during virtual learning, it is very important that students work independently to submit their own original work.

Communication is key! Mrs. Baladez communicates best via email and will always work to respond to messages in a timely fashion. During virtual learning, Mrs. Baladez will have scheduled "Office Hours" for live interaction where students can video conference and ask any questions or receive additional help. Students can also have one-on-one virtual conferences by appointment. Grades will be updated regularly on Aeries and Canvas will also be up-to-date. Please be sure to download the Aeries app and the Canvas app (there is one for students and different one for parents) to stay in contact. Mrs. Baladez will always send mass communication through "Aeries Communications." Please take advantage of the many opportunities to maintain a connection between home and school.



## SYLLABUS AGREEMENT

MRS. BALADEZ'S EXPO II CLASS

*form*

After reading the syllabus with a parent/guardian, click the link below (or scan the QR Code with your device) to access a Syllabus Agreement form. By completing the form, you are acknowledging that you have read and understood the course policies and expectations.



[Syllabus Agreement Form](#)