

Syllabus for ERWC
English Department • La Jolla High School

1. Course Rationale

English language arts instruction is designed to support students in developing proficiency in reading, writing, speaking, and listening. The instruction is intended to support students in achieving the common core state standards for English language arts and prepare students for success in college and the workplace.

2. Course Description (excerpted from the University of California English Course Proposal for the California State University Expository Reading and Writing Course)

Expository Reading and Writing Course (ERWC) prepares college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. 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.

3. Student Expectations for Success

The extent to which a student will succeed in this course involves a combination of time management, goal-setting, and adherence to societal expectations regarding interaction with and respect for fellow students and staff. To demonstrate effective time management skills, students are expected to maintain a calendar/planner and devote enough time each night to complete the homework, review concepts, and study, as well as read regularly for schoolwork and for pleasure. To meet goals, students need to continue a cycle of self-reflection: what did I need to learn today (what was the purpose of the lesson), did I achieve the stated outcome, and what can I do to continue to improve/learn? To achieve success in the La Jolla High School environment, read the school's mission statement, core values, and student-learner outcomes.

La Jolla High School's Mission Statement and Core Values

LJHS strives to provide an effective, innovative, and relevant educational experience for its students, challenging them to achieve their full intellectual, social and emotional potential.

CORE VALUES:

- Excellence – We encourage faculty, staff, coaches, and students to innovate and collaborate with each other in order to experience a productive process and meaningful outcomes.
- Honor – We create a culture of honesty and respect for all interactions.
- Fortitude – We foster an appreciation and respect for intellectual curiosity, academic rigor and the hard work required to achieve lasting success.
- Community – We engage fully in our environment—on campus, in our neighborhoods, and in the world beyond us.

La Jolla High School's Schoolwide Student-Learner Outcomes (SSLOs)

1. **COMMUNICATE AND COLLABORATE**
Students will demonstrate effective oral, written, technological, visual, and interpersonal communication skills in order to experience a productive and meaningful outcome.
2. **ANALYZE AND EVALUATE**
Students will demonstrate the higher order thinking skills of analysis, synthesis, application, and evaluation in order to cultivate intellectual curiosity, engage in academic rigor, and develop a focused work ethic.
3. **ENGAGE AND INTERACT**
Students will engage in their school environment in order to create a school community that fosters a culture of honesty and respect for all interactions. Students will develop strength of character that prepares them to make a significant difference in the world.
4. **THINK BEYOND**
Students will become thoughtful, engaged citizens in a global society prepared for participation in the world beyond high school. Students will learn about the cultural, political, historical, scientific, ethical, and economic forces shaping the world.

4. Pacing Guide for ERWC

Semester	Curriculum
1	Unit 1: Module One: What's Next? Thinking about Life after High School Unit 2: Module Two: Rhetoric of Op-Ed Unit 3: Module Four: The Value of Life Optional: extra module Unit 4: Module Six: <i>Into the Wild</i> <i>Common Assessment from Into the Wild</i> Semester final essay/exam
2	Unit 5: Module Seven: Bring a Text You Like to Class Unit 6: Module Eight: Language, Gender, and Culture <i>Common Assessment from Language, Gender, and Culture</i> Unit 7: Module Ten or Eleven: <i>1984</i> or <i>Brave New World</i> Optional: Poetry and Social Justice Unit Unit 8: Final Reflection Portfolio <i>Common Assessment: Final Portfolio</i>

5. Homework Requirements

Homework is the practice needed to improve the skills and expand the knowledge introduced during class time.

- Homework usually entails reading and some writing.
- Work not completed in class should be finished for homework.
- It is incumbent on the student to keep up with the reading and writing assignments.
- Homework assignments will be communicated by the teacher daily, both visually and verbally.

6. Grading

Scholarship Grades:

To graduate from high school, and to participate in many extracurricular activities including athletics, students are required to maintain a 2.0 grade point average in scholarship. Grades are calculated using a point system. Students must accumulate the following percentage of points possible in order to earn the scholarship grade listed below:

4.0 **A** = 90-100% 3.0 **B** = 80-89% 2.0 **C** = 70-79% 1.0 **D** = 60-69% 0.0 **F** = below 59%

All student work that is graded is placed in a particular category:

Writing (final draft writing)	= 50%
Assignments (includes classwork, notebook checks, etc.)	= 30%
Participation (discussions, read alouds, read aloud feedback)	= 10%
Final Exam for First Semester/Course Portfolio for Second Semester	= 10%

Citizenship Grades:

To graduate from high school, and to participate in many extracurricular activities including athletics, students are required to maintain a 2.0 grade point average in citizenship. The following descriptions should provide a guide in determining how a student's citizenship grade is determined.

4.0 **E** = Excellent 3.0 **G** = Good 2.0 **S** = Satisfactory 1.0 **N** = Not Satisfactory 0.0 **U** = Unacceptable

To earn a citizenship grade of:

- E** The student demonstrates the citizenship values above, consistently participates in class, and shows leadership qualities. The student has no warnings or reminders about behavior. The student consistently meets and often exceeds behavioral expectations. His/her absences are minimal and excused. The student follows classroom rules consistently and dependably. The student completes assignments on time. The student has fewer than four tardies.
- G** The student demonstrates the citizenship values above, participates a few times, has at most one reminder about behavior. The student typically displays positive behavior and contributes to the learning environment. The student is consistently on task and engaged. The student follows classroom rules. The student generally submits work on time. The student may have one to four tardies.

- S** The student may demonstrate citizenship values above, but his/her participation is inconsistent.. The student has turned in late work more than a few times. The student is inconsistent about following classroom rules. The student has been warned about a recurring unacceptable behavior and has not corrected or changed his/her behavior. The student may have more than four tardies. The student may have one or two unexcused absences.
- N** The student does not demonstrate citizenship values above. The student frequently exhibits disruptive behavior and fails to follow classroom rules. The student is almost always late with assignments, or does not turn them in at all. Negative behavior patterns have not improved. The student may have more than five tardies. The student may have three unexcused absences.
- U** The student breaks classroom rules regularly (at least weekly, sometimes daily), and has received multiple warnings. The student makes little attempt to change his/her behavior. The student seldom completes work. The student may have more than 6 tardies, three or more unexcused absences (or one verified truancy), or has exhibited behavior in class that led to severe disciplinary action.

Universal Tardy Policy:

The first week of each semester will be a tardy grace period; i.e., tardies will not be recorded. Teachers will counsel students about the tardy policy, and tardies will count thereafter.

After the first week:

Level 1: For the first 1-3, teachers give a warning.

Level 2: For 4-5 tardies; after 4 tardies: citizenship grade may be lowered, parent contacted by teacher. After 5 tardies: citizenship will be lowered, parent contacted by teacher.

Level 3: After 6 tardies, student gets a referral and sent to a VP for further disciplinary action.

Tardy counts start over at the semester.

Unexcused Absence Policy

By the end of each grading period, teachers will check the absences records for students and count the number of unexcused absences. One to two unexcused absences may reflect a clerical error or failure by the parent to call in an excuse. But a third unexcused absence in a grading period shows a pattern of absences that will lower a student's citizenship grade to an N. Four or more unexcused absences will earn the student a U. If an unexcused absence is verified as a truancy then the citizenship grade may drop immediately to a U.

7. Student Support Plan

Before a unit of instruction begins:

- Daily agenda will list the purpose and outcome for each day's lesson.
- At the beginning of each unit of instruction, the teacher will provide context and rationale for skills and content to be learned.
- The teacher will check for prior knowledge.

During instruction:

- The teacher will provide instructions in multiple ways. Students will be able to ask for assistance or clarification. Many activities will involve dyads or triads, so students will work cooperatively. Several essays will involve multiple drafts with students working on revision. Some essays will be on-demand in-class essays. On specific activities, students will be able to ask for help from fellow students.
- Collaboration is embraced and utilized. It should be noted, however, that the teacher will designate appropriate times for collaboration, and will clarify which activities/assignments will involve collaboration rather than individual effort.
- The teacher will announce/post his/her availability for conference hours if a student needs further clarification or help with an assignment.
- The teacher will answer questions via e-mail or phone at his/her earliest convenience.

After assessment:

- After a final draft of a writing assignment is graded, a student may ask to review the details of the parts of the paper that did not meet the expected standards in a meeting with the teacher upon request, in order to learn from his/her mistakes and improve on the next assignment.
- All tests are final. No retakes are allowed.