



Course Title: Expository Reading and Writing Course (ERWC)

Instructor: Mr. Kelly

Instructor Availability: Tuesdays and Wednesdays 3:30 - 4:30 (or by appointment)

Instructor Contact: Room 11

rkelly@gomperscharter.org

661-618-8988 (cell)

Course Description:

ERWC is a college-prep reading and writing course meant to challenge students to think differently and more critically than they have before. Students are expected to engage with a combination of fiction and nonfiction texts across a variety of genres and subgenres, structured around a common theme. Students are expected to be active students -- stay on top of nightly reading assignments, engage with texts on textual and subtextual levels, and find their own "buy in" (meaning they do the work, even if the topic of it is not immediately of interest to them). Students will prove said engagement via a variety of assessments, both formal and informal, including but not limited to quizzes, quick writes, and essays (in-class and process).

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none">Completion/Quality <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none">Key Course Assignments <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none">Any work assigned to a student in which they complete on their own outside of class. <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none">Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Course Materials:

- Texts: Readers will be provided covering a variety of topics centered around themes such as Life After High School, Rhetoric, Racial Profiling, The Value of Life, etc.
- Digital resources: Google Quizzes, Google Classroom, TurnItIn.com
 - A Chromebook, charger, and carrying case will be lent by GPA. It is mandatory that students bring their computer, charged, every day. *Students are responsible for any loss or damage to the laptops, chargers, or cases.*
- Literacy Notebook
- Proper writing instruments

Course Structure:

- Nightly Directed Independent reading: Students are expected to read assigned reading and be prepared to address the text in a critical way the following day.
- Comprehension Quizzes: As proof-of-reading students will engage in comprehension on the previous night's reading.
- Writing: Students are expected to write daily to fulfill a variety of tasks. This could include but is not limited to quick writes, in-class essays, and/or process papers.
- Listening and speaking: Students are expected to participate in daily informal and formal listening and speaking activities, such as small group discussion or reflections.

Course of Study:

Unit 1: Life After High School

Content Standards	Key Assignments/Exams
<p><u>CCSS.ELA-LITERACY.RI.11-12.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none">-ERWC Writing Tasks-ERWC Reading Tasks-Assigned vocabulary-Discussion groups-Graphic organizers-Study guides
<p><u>CCSS.ELA-LITERACY.RI.11-12.2</u></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	



CCSS.ELA-LITERACY.RI.11-12.3

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Unit 2: Racial Profiling

Content Standards	Key Assignments/Exams
<p><u>CCSS.ELA-LITERACY.RI.11-12.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2</u></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.3</u></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<ul style="list-style-type: none">-ERWC Writing Tasks-ERWC Reading Tasks-Assigned vocabulary-Discussion groups-Graphic organizers-Study guides

Unit 3: The Value of Life

Content Standards	Key Assignments/Exams
<p><u>CCSS.ELA-LITERACY.RI.11-12.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none">-ERWC Writing Tasks-ERWC Reading Tasks-Assigned vocabulary-Discussion groups-Graphic organizers-Study guides



<p><u>CCSS.ELA-LITERACY.RI.11-12.2</u></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.3</u></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	
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Unit 4: Language, Gender, and Culture

Content Standards	Key Assignments/Exams
<p><u>CCSS.ELA-LITERACY.RI.11-12.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2</u></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.3</u></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<ul style="list-style-type: none">-ERWC Writing Tasks-ERWC Reading Tasks-Assigned vocabulary-Discussion groups-Graphic organizers-Study guides

Unit 5: Juvenile Justice



Content Standards	Key Assignments/Exams
<p><u>CCSS.ELA-LITERACY.RI.11-12.1</u></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.2</u></p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><u>CCSS.ELA-LITERACY.RI.11-12.3</u></p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>-ERWC Writing Tasks -ERWC Reading Tasks -Assigned vocabulary -Discussion groups -Graphic organizers -Study guides</p>

Course Specific Student Expectations:

- Students are expected to come prepared to learn each day with backpacks, binders, Literacy Notebooks and writing tools.
- Students will write their homework down daily in their planners. It is expected that parents/guardians check planners on a regular basis to support students.
- Students must read daily in and outside of the classroom (minimum 30 minutes).
- Students will be required to attend tutoring at lunch or after school if assignments are incomplete or missing.
- If a student is absent it is his/her responsibility to find out what material was covered in class and what homework was assigned.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:



School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published



material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.

- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
 - Student name: "Sammy Gompers"
 - Teacher name: Ms. Teacher
 - Course name, period: English I, Period 3
 - Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st



Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

