



## Class...Leadership...Attitude...Scholarship...Service

Vista Murrieta High School English Department

Mr. Stein – Room M111

Expository Reading and Writing 12  
English  
Stein  
Fall 2018

Welcome to a new year at Vista Murrieta High School. Please closely read this information with your student/parent. Any questions, concerns, general knowledge pertaining to this course are included in this syllabus. Please be aware of the material we will be covering this year, as your signature at the bottom of this paper informs me that you have read and understood the expectations and standards. Be prepared.

**Expository Reading and Writing or EAP** 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 the completion of this course, students should be prepared to meet the intellectual demands of both 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.
- Effective ability to articulate and communicate intelligently and thoughtfully.
- Steps taken to achieve strong reading comprehension skills.

### **Instructional Methods and/or Strategies:**

- Modules from CSU ERWC text
- Lecture
- 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 write essays and/or rhetorical pieces each week, which will be based on the readings assigned. 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 TO THE CLOUD OR GOOGLE DRIVE OR ON A FLASHDRIVE!!!! THIS WILL SAVE YOU HOURS OF TIME AND ENERGY.**

### **Policies:**

**-No electronic devices:** Ipods, cell phones or any type of electronic device must be off and put away at all times during class, unless otherwise noted by instructor. Defiance will not be tolerated! This is not your social hour; you can disconnect from the “outside world” for a few hours a day; it won’t kill you! If I see an electronic device, please hand it to me; I will return it to you ASAP. If there is any struggle on your part to give-up devices, administrative action will be taken (referral and call home to guardians).

**-Absences:** Absences are the number one determiner of failure. Ten absences (excused or unexcused) will result in a one letter grade deduction. Twenty absences (excused or unexcused) will require students to retake the course over the summer. Please don’t risk it; it’s not worth it.

**-Tardies:** Please arrive on time. Treat this class as you would a job; don’t be late or you won’t get paid. If you’re late, you won’t make the grade. Therefore, if you come late, you will lose credit. After three tardies, administrative action will take place.

**-Learning Environment:** It is very important that the learning environment is respected. If you feel the need to blurt out obscenities or skip merrily to and fro, I will ask you to leave the classroom. If you cannot control yourself, you will be given a referral; **YOU ARE SENIORS; THESE TYPES OF ISSUES SHOULD NOT OCCUR!**

**-Late Work:** If you are absent on the day something is assigned, you will have **one class period per absence** to turn in late work. If you are absent on the day that something is due and have known about the date prior to the absence, you will be penalized twenty-five percent on any major essays/projects/homework. Do not use a due date as a “sick day”. Please act responsibly.

**\*Annotations will not be accepted late under any circumstances!**

### **Materials:**

- Composition Book, to be left in classroom bin
- Notebook/loose-leaf paper: **ALWAYS HAVE IT!**
- Pencils, pens, highlighters, colored pencils and or markers.
- Folder for this class exclusively.
- Post-its/note cards for annotation. We’ll be doing a lot of this

### **Email Policy:**

It is important that students correspond with their instructors via email in case of absences, in order to address concerns, or to inquire about late work. It is also important that students treat email as a formal correspondence. Please do not send emails in the same fashion as a text; correspondence should be formal: address your recipient formally, state who you are and your business, punctuate the entire message and sign off. Points will be deducted if correspondence is informal.

### **Reading Material:**

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

*McGraw Hill Reader:* - **In Class Only**, Eight Edition, Gilbert H. Muller

*Glencoe Literature; the Reader’s Choice,* - **In Class Only**, excerpts used for class.

CSU ERWC Expository Modules

Shakespeare’s *Hamlet*

*Krakauer’s Into the Wild*

Orwell’s *1984*

Shelley’s *Frankenstein*

Also: various excerpts from novels, editorials, journals, etc.

### **Films and Excerpts:**

*Frankenstein* 1995

*Fahrenheit 911*

*Documentaries: TBD*

*Young Frankenstein*

*V for Vendetta*

*Into the Wild*

*Hamlet*  
*Children of Men*

*Excerpts from TV/Documentaries*  
*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. Material that does not pertain to the founding themes of the literature will not be viewed.*

**Reading (Informational Texts and Literature) – 30% Writing – 30% Listening and Speaking - 20%**  
**Language and Conventions – 20%**

I certainly hope you are looking forward to a fun year. I know we all have our “off” days, but I ask for 100% participation, so I hope you are prepared to be an active, productive member of this class. Do not sleep, swear, act inappropriate, or in any way detract from the overall learning environment for the rest of the class. So, with that said, this syllabus serves as my promise to do the very best job that I possibly can to help you succeed. By signing this, you are insuring that you understand the aforementioned standards and plan to use them to succeed in this class.

Thank you,

**Brad Stein**

CSU Expository Reading/Writing (12<sup>th</sup>)

English II (10<sup>th</sup>)

Vista Murrieta High School

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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 \_\_\_\_\_

Also, if you have any questions or concerns, please use the remaining space to address particular issues. I will contact you regarding any and all of your concerns as soon as possible.

\*You will be given a quiz on the syllabus, so it is worth reading