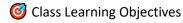Welcome to Expository Reading and Writing - Junior English

Over the course of this year students will move towards the mastery of the Common Core standards in English Language Arts. In this course, students will read and analyze the following: non-fiction, poetry, novels, drama and essay. As an instructor, I will focus heavily on the common core standards that deal with reading comprehension, literary response and analysis, writing strategies, writing conventions, word analysis and vocabulary attainment. It is expected that you will complete all assigned work to the best of your abilities. In order to benefit from the course curriculum and best prepare you for life after high school, you must complete all assignments in full and on time. Ultimately, this better prepares students for the critical thinking that life requires. Please contact me any time you have questions or concerns. I am looking forward to a productive year.

🎯 Class Learning Objectives

Over the course of this year students will focus on the following learning objectives:

Writing across genres - expository, persuasive, narrative, and descriptive

Reading across genres - short story, poetry, prose, novel and non-fiction

Listening and Speaking - listening to multimedia and person to person experiences and using academic discourse to discuss reading and writing

Language - grammar and usage in academic discourse

💡 Course Expectations

📖 Minimum Technical Skills Required

Minimum technical skills:

Basic understanding of email etiquette

Submit assignments via Canvas

Basic Website navigation skills

🖥️ Netiquette

Netiquette is a set of guidelines for communicating respectfully online. The goal is to be kind, courteous, and respectful to everyone as we share our thoughts and opinions.

We have a diverse group of people from many linguistic backgrounds, political views, and cultures. Please be courteous of these differences in your posts and discussions. Keep all debates professional without personal attacks.

Use good taste when composing your responses in the chat room and discussion forums. Swearing, profanity, and slang are unprofessional in this classroom environment.

DON'T USE ALL CAPITAL LETTERS. Not only is it difficult to read, but it is viewed as aggressive and shouting.

Acronyms are fast ways to communicate with peers, but before you write it, define it. Write the meaning first, then put the abbreviation in parentheses afterward. After you define it, use it freely throughout your discussion.

Use proper grammar and spelling. In this professional environment, we do not use texting abbreviations.

📚 Required Texts

Expository Reading and Writing Reader - students received this text when they went through Bronco Roundup

The Great Gatsby

The Crucible

Fahrenheit 451

The Catcher in the Rye

Independent Reading Choices

📙 Homework and Late Work Policy

Make-up Homework Policy:

When a student is absent from school, it is his/her responsibility to contact teachers upon returning to school regarding make-up work. Due to the nature of Virtual Learning expectations will be different from the typical classroom experience. When a student is absent they MUST email Mrs. Parsons to ensure they have communicated with her. The time allotted for making up missed work will vary depending on the circumstances surrounding the absence, the actual time out of school, and the teacher's classroom policy. Each student will make arrangements with their teachers for turning in this work. If a student is absent for three (3) days or more, the parent should email and request the work. Teachers will be given a 24 hour notice to provide make up work.

Assignments turned in after the due date will receive a 5% deduction per day it is late. Every six weeks there will be a final deadline and all assignments from that period will be closed the Friday before grades are due.

📝 Letter Grading

Letter grades will be assigned based on the number of points earned from assignments. See the conversion table below. Grades are weighted based on the following catagories:

Writing 30%   Reading 30%   Listening and Speaking 20%   Language 20%