



ENGLISH FOR COLLEGE READINESS (ECR) EXPOSITORY READING AND WRITING

COURSE DESCRIPTION AND SYLLABUS 2019-2020

COURSE MATERIALS

Provided Texts:

- The California State University Expository Reading and Writing Course
- College Writing Skills with Readings. Langan, John. McGraw Hill.
- The Language of Literature: World Literature. McDougal Littell

Additional required materials (provided by student):

- highlighters; black or blue pens; a 3-ringed notebook with a plentiful supply of 8 ½ x 11 paper; #2 pencils; pencil erasers

STUDENT LEARNING OUTCOMES:

It is expected that by the end of the course you will be able to:

- Read pre-collegiate texts and understand them, noting the thesis, audience, purpose, and evidence in any type of essay.
- Write a well-developed, unified, stylistically competent essay on any given topic, in response to a reading selection.
- Recognize and create correct sentence structures in a variety of patterns and demonstrate a clear understanding of the basic rules of punctuation.
- Use research in your essays in the MLA format, incorporating summaries, paraphrases, and quotations.
- Identify your own strengths and weaknesses as a writer.

METHODS OF EVALUATION:

Students will be evaluated for progress in and mastery of learning objectives

- formal essays, written in and out of class
- oral reports/presentations designed to evaluate critical thinking, comprehension, and organizational skills
- quizzes and tests
- collaborative work with peers
- Final assessments

RESOURCES FOR YOUR SUCCESS:



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Phone: (951) 358-1725



Google Classroom



Remind Text @ _____ to 81010



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Pocket Points

ECR COURSE DESCRIPTION

The ECR class emphasizes and develops skills in grammar, critical reading, and academic writing. The primary goal is to take student reading, writing, arguing, researching, and critical thinking skills to the level needed for success in college classes where students will respond to quotations, paragraphs, essay, and ideas. Students will write a minimum of 5,000 words per semester and independently read a minimum of 800 pages per semester (a minimum of four (4) independent reading books).

GRADING POLICIES

Overall Percentage to Letter Grade

Writings	60%
Assessments	10%
Independent Reading	10%
<u>Class work, participation, and homework:</u>	<u>20%</u>
Total Percentage:	100%

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 50-69%

F = 0-49%

WRITINGS (60%)

- Includes: formal/process essays, timed, in class, and on-demand essays
- Each semester, students will have 1-2 common timed writing responses (common between schools in RUSD, JUSD and AUSD) and will be a part of the overall grad for this course. The goal is to be able to document any changes in the student's ability to write throughout the year. These writings are scored according to the CSU EAP/EPT rubric and will be read by teachers from RUSD, JUSD, AUSD and RCC.

ASSESSMENTS (10%)

- Includes: quizzes, tests, RCC common writing assessments, projects, presentations, some textbook work

INDEPENDENT READING (10%)

- minimum 800 pages per semester
- read independently outside of class (in-class materials not accepted)
- your book must be a minimum of 200 pages in length
- your book may be fiction (novel) or non-fiction (biography, autobiography, or historical) and must be completely new to you; you must receive approval for your book within one week of receiving the one-pager assignment
- your book may NOT be a manual or a picture book (including Anime and graphic books)
- your book may NOT be a book that is commonly taught at the high school level—and may not be a book used within the ECR class. If you are unsure, ASK!

CLASS WORK, PARTICIPATION, AND HOMEWORK (20%)

Includes: day-to-day activities such as vocabulary, discussions, attendance, behavior (refer also to school handbook), guided readings and annotations, journals, unit work, textbook work...

PLAGIARISM

Plagiarism is the act of using published ideas or words of another as one's own. You are expected to give credit to those whose words or ideas you use to support your own, and you are expected to do your own work for this course. Whether or not plagiarism occurs deliberately, plagiarized work will not be accepted, and you will get a zero on the assignment. The penalty for deliberate plagiarism is a clear violation of academic and personal integrity—please also refer to the school handbook, for additional information.

CLASSROOM PREPARATION AND ASSIGNMENTS

- It is expected that you will be prepared for each class. You are to have read, studied, and prepared accordingly—this means not coming to class expecting additional time to complete and compile your assignments—they are organized, stapled, and placed in the tray as instructed.
- All out-of-class paragraphs and essays MUST be typed and double-spaced per MLA conventions. It is your responsibility to plan and manage your time to ensure all work is completed in a timely manner and according to instructions.

CLASS ENGAGEMENT

Your level of engagement is directly related to your success in this class. Daily attendance, proper behavior, assignments completed as instructed are minimally what a good student should do; however, for enhanced engagement where a student goes beyond what is simply expected, the following must be included as well:

- regular thoughtful contributions to class discussions;
- remarks that invite further discussion; especially careful and diligent peer response;
- explicit interest in one's own intellectual development (interest in improving your writing and reading, and not just in getting better grades); and
- contributions to the work of the course

Finally, this classroom will also be a writing workshop: a place where we meet to write, to read one another's writing, and to talk about writing. Much of our work is cooperative, happening in a community of people who recognize that they can learn from one another. Because the classroom is the key site for that community, I urge you to help [me] create a kind and encouraging environment. We need to meet one another with mutual respect, with a serious regard for the work we are doing, but also with an openness to new ideas, experimentations, and even fun.

Please remember that I am available to help and to encourage as needed. I can be reached through REMIND and through email, micah.salinas@alvordschools.net. I will also be available after school by appointment.

CLASSROOM BEHAVIOR

- No wandering the room—you must ask for permission to exit your seat, regardless the reason.
- No side-bar conversations; be respectful of your peers, your teacher, yourself, and the education process.
- Cell phones and/or electronic devices are not to be a distraction during class. Please refer to the school handbook for additional information, including confiscation of cell phones and electronic devices.
- Bathroom passes are only allowed after the first 10 minutes of class and before the last 10 minutes.
- Students who leave the room for any reason **MUST** wear the classroom vest.

CLASSROOM RULES

Be appropriate
Be respectful
Be on time
Be prepared

PROGRESSIVE DISCIPLINE PLAN*

1. Warning/conference
2. Teacher decided consequence.
 - a. Ex. Change seat, stay after class, Call home, detention, loss of participation points
3. Parent/teacher conference
4. Referral to counselor
5. Referral to administration. Possible suspension from class.

* As a courtesy, teacher may give a verbal reminder/warning. Otherwise, this syllabus serves as the student's first warning about acceptable classroom behavior.

* If serious infractions occur, teacher will take appropriate action to stop the behavior which may include: moving seats, student conference, detention, and/or OCI.

ECR AND RIVERSIDE CITY COLLEGE

→ *Course work in ECR is designed to help students prepare for **English 1A**. Students show eligibility by earning a 'C' or better in ERWC or ECR.*

ECR AND CSU

→ Successful completion of ECR will be a useful preparation for the CSU schools. Students taking ECR will still be required to take any necessary entrance exams and the summer enrichment program.

A 'C' IN ECR & ERWC

→ A "C" in ECR is an indicator that the student who earns it can perform at the college freshman level by graduation. Thus, a "C" grade in ECR and ERWC is challenging to earn; it is no longer a representation of how much work you do, but rather a reflection on your skills and preparedness for college English courses.

Syllabus information formed with assistance from RCC instructors: Mr. Michael Fultz, Mr. Victor Sandoval, Dr. Thatcher Carter, and Dr. Tammy DiBenedetto.