Some notes on my curriculum:

* This is the first time I’ve used course calendars that were this detailed. I found it really helpful for my own planning purposes, and my students really appreciated it. That said, I always emphasized that things were HIGHLY subject to change and that I would of course adapt plans and materials to suit what was needed in terms of time and curriculum. I built these calendars based on what I expected my students would need in any given assignment sequence.
* On a day to day basis, my class utilizes a good mix of instruction, daily activities, open work time and group work. I squeeze in creative / art projects whenever I can to break up the intense reading and writing work of the class and to engage different ways of thinking.
* I send a set of readings to our district print shop at the beginning of each semester so that students can have hard copies on which to annotate. The rest of my class is paperless.

Some notes on portfolios:

* I did not include my portfolio assignment sequence here, because it is basically just a lot of open work time while I hold required individual conferences with students.
* My students create e-portfolios. I do not accept paper portfolios. My students have found success using Wix, Word Press, and Google Sites to generate their websites.

Some notes on grading:

* I do not grade/provide feedback on every short assignment. Sometimes I assign a completion grade only.
* I use one outcomes based rubric for ALL assignments. I let students know which rows apply to any given assignment and then only score those rows. I also provide written feedback on some (not all) assignments.
* On the first major paper, I provide individual comments to each student.
* On the second major paper, I provide a set of class comments (things I see most students doing well, needing to work on, etc.) and then require students to go through their papers and plug in the appropriate comments in the appropriate places. I do NOT provide individual comments on the second major paper.
* When students choose a major paper to revise for their portfolio, they are required to conference with me to discuss plans for revision.

Miscellaneous:

* The FAQ’s about UW in the High Schools classes and English 131/111 sheet (3rd page of syllabus) is really useful, especially at events like open house, parent conferences, etc.
* I choose all of our readings for the first major paper sequence, but, as you may notice on course calendars, I allow students to form research groups and choose their own topics and readings for the second paper. This year I encouraged students to choose a social issue that was being debated by presidential candidates. All of my readings change from year to year.

**KENTWOOD HIGH SCHOOL**

**Course Syllabus/Classroom Expectations**

**UW English 131: Expository Writing (Composition)**

**Ms. Ehrlich’s Information:**

Room: 803

Email: [Emily.Ehrlich@kent.k12.wa.us](mailto:Emily.Ehrlich@kent.k12.wa.us)

Phone: (253) 373-4815 (best time to call: 5th or 6th period 🡪 12:10 – 2:10)

Tutorial Times: Before and after school by appointment.

**Course Description:**

I am so glad you have chosen to take English 131! This class is designed to help you do three things:

1. Prepare you to be a competent, successful college level writer, regardless of what discipline you choose to study
2. Earn 5 credits in English from University of Washington (10 if you also take English 111 next semester)
3. Fulfill your 12th grade English requirements

We will accomplish these goals by focusing on key, transferable traits of “good writing” (and yes, we will define what that means) that will aid your success in whatever discipline that you go on to study in college. Using a framework we will refer to as **the outcomes**, we will practice creating complex, cohesive arguments rooted in detailed analysis. These outcomes (or objectives) are listed as follows:

1. To demonstrate an awareness of the strategies that writers use in different contexts
2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing
3. To produce complex, analytic, persuasive arguments that matter in academic contexts
4. To develop flexible strategies for revising, editing, and proofreading writing

This is a writing class, and you will be required to write a lot, every week. In addition, you will complete a significant amount of reading. Hopefully the reason you are taking this class is because that excites you! But if not, don’t worry—I will allow as much class time as possible for reading and writing, so that your homework will be minimized. However, you will (of course) need to plan to read and write outside of class from time to time.

The theme I have selected for this course is “Cultural Disruption”. Our class materials (readings and writings) will study the moral and political implications of current and historical moments of major cultural significance in United States history. Our first assignment sequence will introduce you to a variety of readings that deal with these significant events; our second will be more open ended and will focus on individual research projects.

**Grading:**

*UW Grading:*

* 70% final portfolio (more information below)
* 30% participation
* You must pass this class with a C to earn UW credit, though you may earn credit toward graduation and pass through KW with a D.

*Kentwood Grade:*

* 20% participation
  + Entered weekly, this grade accounts for attendance, preparedness, and general participation.
* 10% short assignments and drafts
  + Completion of writing assignments, revision plans, etc.
* 70% final portfolio

**Assignment Sequences and Final Portfolio:**

In this course, you will complete two major assignment sequences, each of which is designed to help you fulfill the course outcomes. Each assignment sequence requires you to complete a variety of shorter assignments leading up to a major paper. You will receive plenty of feedback on your writing and will have multiple opportunities to revise.

Toward the end of the course, having completed the two sequences, you will be asked to compile and submit a portfolio of your work along with a critical reflection. The portfolio will include the following:

* A revised version of one major paper
* Revised versions of three to five shorter assignments
* A critical reflection that explains how the selected portfolio demonstrates the four outcomes for the course
* A compendium of ALL writing completed over the course of the semester (not revised)

A portfolio that does not include all the above will be considered "Incomplete" and will not receive credit. THIS MEANS THAT IT IS NOT MATHEMATICALLY POSSIBLE TO PASS THIS CLASS IF YOU HAVE ANY MISSING ASSIGNMENTS AT THE END OF THE SEMESTER. If you are a student who struggles to turn in work, this class is not for you.

**Turning in Assignments:**

Assignments will **only** be accepted digitally via our Turnitin.com. Do not email assignments to me, ever. Even if I specifically tell you to email an assignment, don’t trust me. Follow up and make sure it is in the grade book, because if you email assignments to me, I promise I will lose them. Note that you can access Turnitin from home, and your assignments will be time and date stamped. Not being in class, even if your absence is excused, is not a valid reason for turning in an assignment late.

**Late Work**

Late work on short assignments will be accepted only within a given assignment sequence (i.e. you cannot turn in a short assignment from our first major paper while we are working on our second major paper.) Regardless of your reason for turning in a paper late, you will not receive comments and feedback on that paper, but you can come and talk to me about it. As a mark of respect toward my time and your own scholarship, late work cannot receive full credit, but will receive 60% unless prior arrangements have been made with me. Missing assignments from any paper sequence can (and must) be turned in with the final portfolio. You will not receive short assignment credit for this work, but it will count toward portfolio completion.

**General Policies**

You are responsible for your own learning. If you aren’t in class, you can’t learn the material. If you are chronically late to class, you interrupt the learning opportunities of others. For this class to be successful, you need to be here, you need to be prepared, and you need to participate. If absence, tardiness, or unpreparedness becomes a regular problem for you, we will work together to come up with a solution and you will receive a discipline referral.

Also, please don’t go to the bathroom every five minutes. It is so annoying when people do that. Oh, and leave your phone behind when you go to the bathroom. If you need to make a call, just be honest about it.

Cheating and plagiarism are unacceptable. If you cheat or plagiarize in any way, your assignment will not be accepted. Remember, you cannot pass this class with any missing work, so *if you cheat, you will not only receive a failing grade on the assignment, you will fail the class.*

**Electronics:**

PUT YOUR PHONE AWAY. You can use your phone for things like e-reader apps, taking pictures of the board, etc. as determined by me. Again, if you need to make a call or do something on your phone, just ask.

Headphones work the same way. I generally do allow headphones during independent work time, but unless I have specifically stated that you may have headphones in, assume that they need to be put away.

We will use our laptops regularly in this class, so please have them charged and ready. With very rare exception, we will ALWAYS start class with laptops CLOSED.

FAQ’s about UW in the High Schools classes and English 131/111

Do I have to register for UW credit?

* No, it’s optional. You can still get Kentwood credit for this class, even if you don’t register for UW credit.

Can I register for credit one semester and not the other? How many credits do I get?

* Sure! We will complete this registration process twice in this class, once at the beginning of each semester. If you register for UW credit first semester, you will earn five credits for taking English 131. The class switches to English 111 second semester. If you register for second semester, you will earn five credits. If you register for both semesters, you will earn ten credits.

What is the equivalent to this class at most universities?

* At UW, English 131 is the basic composition class, often called English 101 at other schools. This is what we do first semester in this class. English 111 is equivalent to a class many universities call “Writing about Literature.” It also fulfills the basic composition requirement at UW and at most schools. At the vast majority of colleges and universities, these basic English classes are required regardless of your chosen major.

How much does this class cost?

* Tuition per semester: $325
* Registration fee per semester: $45
* Total for one semester: $370
  + Please note that because you take both English 131 and English 111 over the course of the year, if you want all ten credits you will pay these fees twice for a total of $740. Note that if you were to take these classes on campus at UW, earning ten credits would cost $3, 947.

Is financial aid available?

* No, unfortunately. At this time, financial aid is not available for UWHS classes, and this obviously does pose a financial barrier to many students. However, third party payments (like GET credits or scholarships) can be used for payment. Please ask your instructor for more details if interested.

How is this different from AP classes?

* There are several key differences.
  + There is no test associated with this class; your eligibility for credit based on your work.
  + Your teacher awards credit based on your work.
  + You earn a graded UW transcript rather than a score.
  + Over the course of the year you have the opportunity to earn ten credits. AP classes give you the opportunity to earn five credits over the course of the year.
  + AP focuses on quick writes, while UW focuses on longer papers (5+ pages)
  + AP testing fees are significantly lower than UWHS fees.
* …And some key similarities.
  + Both classes give you the opportunity to earn college credit.
  + Both are fast paced, rigorous classes with high expectations.

Will my credits transfer to whatever college I want to go to?

* Because you get an official UW transcript, taking these classes here at Kentwood is exactly the same as taking them on campus at UW. The vast majority of schools in the state and the nation accept UW credits. All public universities in Washington will accept this credit, but occasionally private schools do not. If you have concerns you should speak to the school you want to attend directly.

**UW Outcomes for Expository Writing**

**1. To demonstrate an awareness of the strategies that writers use in different writing contexts.**

* The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
* The writer is able to demonstrate the ability to write for different audiences and contexts, both within and outside the university classroom.
* The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, and word choice) address and are strategically pitched to that audience.
* The writer articulates and assesses the effects of his or her writing choices.

**2. To read, analyze, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.**

* The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
* Course texts are used in strategic, focused ways (for example: summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
* The writing is intertextual, meaning that a “conversation” between texts and ideas is created in support of the writer’s goals.
* The writer is able to utilize multiple kinds of evidence gathered from various sources (primary and secondary – for example, library research, interviews, questionnaires, observations, cultural artifacts) in order to support writing goals.
* The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.

**3. To produce complex, analytic, persuasive arguments that matter in academic contexts.**

* The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
* The stakes of the argument, why what is being argued matters, are articulated and persuasive.
* The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
* The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
* The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.

**4. To develop flexible strategies for revising, editing, and proofreading writing.**

* The writing demonstrates substantial and successful revision.
* The writing responds to substantive issues raised by the instructor and peers.
* Errors of grammar, punctuation, and mechanics are proofread and edited so as not to interfere with reading and understanding the writing.