



Dallas High School Home of the Dragons



Senior Expository 2013-2014

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Office Hours: Tues-Friday 3:00-3:30, additional times by arrangement.

Course Description: Student will practice the complete writing process: from organization and conventions, to sentence fluency and style. We will focus on writing expository, persuasive, technical, or scientific fields.

Texts: Communicating for Success,

	Unit Topic	Summative Assessment
Unit 1	Folklore	Folklore Analysis Essay (AS 1,2,9; 11-12.RL.1)
Unit 2	Communicating for Success	Presentation – Demonstration (AS 2, 11-12.SL.3)
Unit 3	Food and Corporation	Expository Essay (AS 1,2,9 / 11-12.RL.1 / 11-12.W.7) - Potential Work Sample
Unit 4	Appeals: Ethos Pathos Logos	Media / Analysis Final (AS 1&2)
Unit 5	Language, Gender, and Culture	Expository Essay(AS 1,2,9 / 11-12.RL.1 / 11-12.W.7 - Potential Work Sample
Unit 6	Final: Cultural Observation	Presentation / Reflection Paper- (AS 9, 11-12.SL.3&5)

Standards to Be Assessed:

Write clearly and accurately

- Write arguments to support claims in the analysis of substantive texts, using valid reasoning and sufficient evidence. *Focus on EESEC essay format. (Anchor standard 1)*
- Write explanatory texts to examine and convey complex ideas: (1) introduce a topic, (2) organize complex ideas sequentially, (3) use supporting details, (4) use transitions, and (5) maintain formal and objective tone. *(Anchor Standard 2)*
- Draw evidence from literary texts to support analysis and reflection. *(Anchor Standard 9)*
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12.W.7)

Read and comprehend a variety of texts

- 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. (11-12.RI.1)
- Cite textual evidence to support literal and inferential meanings. (11-12.RL.1)

Listen actively and speak clearly

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (11-12.SL.3)
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (11-12.SL.5)

Career Related Learning Standards: Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
 - Students will identify tasks that need to be done and initiate action to complete the tasks.
 - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
 - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
 - Students will maintain regular attendance and be on time daily.
 - Students will maintain appropriate interactions with colleagues.

Grading and Assessment:

Student's final grade for each course will be broken down into two categories:

- 1) **Academic:** based on assessments, tests, projects and performances that measure learning.
- 2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

The Final grade is calculated as follows: 75% of the course grade will be based on the **Academic** grade and **25%** on the **Personal Management** grade.

- Any items included in the Academic grade (PA) may be retaken and the higher grade recorded. Teachers may extend the retake time period, but as a rule all retakes need to be done within 2 weeks of the initial assessment.
- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late may be reduced by up to 50% credit.
- Retakes are not allowed on Personal Management assignments.
- Students must schedule performance retakes at their teacher's convenience. (Speech, drama, labs.)

PLAGIARISM/ACADEMIC HONESTY:

Plagiarism, collusion and academic dishonesty will not be tolerated on any assignments. Downloading previously printed or posted material from the Internet or other electronic means that are claimed as your own or copying another's work is strictly prohibited. Plagiarism, collusion and academic dishonesty will result in the **failure of the assignment or project without an opportunity to recover it as well as Administrative actions** as prescribed in the Dallas High School Student Handbook. (This is a really, REALLY big deal. In short, if it's not *your* idea, you need to cite your source.)

EXTRA CREDIT:

Extra Credit is *not* available in this course. Extra Credit has been proven to avoid the standards to which the assignments and projects are designed. Students should **do the work assigned**. BUT...**Students may redo ANY major paper, test, or project to earn a higher score**. Students must discuss options with the teacher. **It is up to the student to advocate for himself or herself.**

QUALITY / FORMAT for PAPERS

Format	Example
Your Name	John Doe
Teacher	Mr. Lassetter
Class	Period 6
Date	9/7/2013

- *Any TYPED assignments will be in black or blue printer ink only, using a standard 12 pt font (Arial, Times New Roman, or Courier)
- * All papers should be DOUBLE-Spaced
- * All papers should use 1" Margins
- * All papers MUST have page numbers at the top or bottom, with student last name (Ex: Doe—3)
- * All student-formatted assignments will be submitted with the following heading in the UPPER LEFT CORNER of the paper

CELL PHONES

We all have cell phones, which are evermore tantalizing with apps, texting, gaming, etc. I firmly believe that students who cannot go 90 minutes without texting or checking their phones lack the attention and work ethic that are essential for success in the world. As someone equally addicted, I know there's a TIME and a PLACE for cell phones; the classroom is NOT one of those.

Parents and Students: Please keep the rest of the syllabus. By signing the form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with Senior Expository.

Please return this signed form to your instructor.

Parent Name:

Student Name:

Parent Signature: _____ Student Signature _____

