

University of California English Course Proposal for the California State University Expository Reading and Writing Course 2013-14

Course Content

NOTE: The following questions are subject specific and ask for detailed information regarding the course curriculum. Since UC has developed their own criteria for the review of curricula, it is not necessary (and preferred) that the State Standards are not listed when submitting course descriptions to the University. When preparing the course submission, keep in mind that your audience is the UC High School Articulation unit and UC faculty. Include relevant information that would assist those reviewing the course and provide UC a better understanding and clarity about the intent of the curriculum. UC expects to see information that would show specific, detailed evidence of the course rigor and development of essential skills and habits of mind. Course template components need to be more expository and illustrative of the integration of each course component and how the overarching goals are being accomplished. The text boxes below will expand to accommodate additional text.

Course Purpose: *What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Explain how the course aligns the seven goals of the English requirement. (How these will be accomplished should be reserved for the Course Outline, Key and Written assignments, Assessments, and/or Instructional Methods.)*

NOTE: More specificity than a simple recitation of the State Standards is needed.

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them.

The ERWC is closely aligned to the seven criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind. In alignment with the Common Core State Standards for English Language Arts and Literacy (CCSS for ELA/Literacy), key student learning outcomes for the ERWC include the ability to do the following:

Reading Rhetorically Outcomes

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a text
- Determine the meaning of words or phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author's point of view or purpose in a text
- Analyze an author's assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims
- Analyze the writer's use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts

Writing Rhetorically Outcomes

- Write a variety of text types for real audiences and purposes, making effective rhetorical choices in light of those audiences and purposes
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics
- Select words and phrases that express precise meaning concisely and effectively, taking into consideration the rhetorical purpose of the text
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Demonstrate the ability to observe, evaluate, and regulate one's development as a writer of expository texts, including the identification of areas needing further growth

Listening and Speaking Rhetorically Outcomes

- Initiate and participate effectively in a range of collaborative discussions with peers
- Prepare for the thoughtful, evidence-based, and well reasoned exchange of ideas
- Collaborate with peers to promote civil, democratic discussions, and decision-making

- Pose and respond to questions that probe reasoning and evidence; examine a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; identify and use rhetorical strategies in discussions; and determine what additional information or research is required to deepen the investigation or complete the task.
- 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.
- Present information, findings, and supporting evidence clearly, effectively, and appropriately.

Habits of Mind Outcomes

- Act as motivated, self-directed learners
- Persist during difficult academic tasks
- Consider new ways of thinking and being; see other points of view
- Apply prior knowledge to new learning
- Understand the collaborative and social aspects of writing processes
- Adapt to new situations, expectations, demands, and disciplines
- Learn to critique their own and others’ academic work
- Reflect on their learning and on the processes that shape knowledge
- Demonstrate the ability to be both open-minded and discerning
- Establish routines that support advanced literacy practices
- Challenge their own assumptions

By including specific outcomes for habits of mind, the ERWC recognizes that postsecondary success depends upon the development of a literate identity and a sense of academic agency. ERWC helps adolescents accomplish this by building task persistence and competence through engaging module topics, such as racial profiling, fast food, and juvenile justice, and appropriate instructional scaffolds. Coupled with the focus on rhetoric and critical thinking—the “real-work” of college and adults—ERWC is for many adolescents the first time they will adopt academic identities and see themselves as potentially successful college students. The course thus specifically targets the capacities of a literate individual identified by the CCSS for ELA/Literacy as defining traits of college readiness.

In addition to the preceding student learning outcomes, the course is also guided by a set of key principles of an effective expository reading and writing curriculum:

1. The integration of interactive reading and writing processes;
2. A rhetorical approach that fosters critical thinking and engagement through a relentless focus on the text;
3. Materials and themes that engage student interest;
4. Classroom activities designed to model and foster successful practices of fluent readers and writers;
5. Research-based methodologies with a consistent relationship between theory and practice;

6. Built-in flexibility to allow teachers to respond to varied students' needs and instructional contexts; and
7. Alignment with California's Common Core State Standards for English Language Arts and Literacy.

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based; give examples. Show examples of how the text is incorporated into the topics covered. A mere listing of topics in outline form is not sufficient (i.e. textbook table of contents or California State Standards).*

The twelve instructional modules in the ERWC—from which adopting schools select eight-to-ten—are organized by semester. Most modules include multiple reading selections on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. Three modules include full-length works—a work of nonfiction in semester one and two novels in semester two. Adopting schools must select one full-length work in each semester. Schools are strongly encouraged to select modules in sequence and to consider the balance of text types and writing assignments in the eight-to-ten modules they select. All modules integrate text-based grammar study with rhetorical reading and writing; schools are strongly encouraged to incorporate these lessons based on the needs of their students. Formative assessments appear throughout each module to promote ongoing evaluation of student progress toward achievement of learning objectives. Written summative assessments and holistic scoring guides conclude each unit. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The ERWC Assignment Template is fully aligned to the CCSS for ELA/Literacy and provides consistent structure and content for each module. The following is a brief outline of each module by semester.

Semester One

Introducing Students to the ERWC

For many students, the rhetorical approach to reading and writing embodied in the ERWC may be relatively new. This brief experience introduces students to the context, aims, and core elements of the course, as well as to its fundamental concepts and definitions. A reflective activity helps students build metacognitive awareness, establish learning goals, and frame their expectations for the course. An interactive experience engages students in the rhetorical analysis of an everyday visual text thus piquing students' interest in the work of the course.

What's Next? Thinking About Life After High School

As the opening module for the Expository Reading and Writing Course (college applications are usually due in October or November), this module focuses on establishing foundational attitudes toward college and adult-life language practices. Students will be asked to use reading, writing, and research to identify their post-high school goals, evaluate their readiness for such plans, and then effectively represent themselves to the community they wish to join.

Readings:

- Graff, Gerald. "Hidden Intellectualism." *They Say/I Say: The Moves that Matter in Academic Writing*. Ed. Gerald Graff, and Cathy Birkenstein. 2nd ed. New York: W. W. Norton, 2010. 198-205. Print.
- Hansen, Rick. "FAQ Guide for College or Work." 2012.
- Hansen, Rick. "Web Site Resources." 2012.
- Pérez, Angel B. "Want to Get into College, Learn to Fail." *Education Week* 31.19 (2012): 23. Print.
- Rodriguez, Joe. "10 Rules for Going to College When Nobody Really Expected You To." *Student Sites*. SunShine Web Enterprise, 4 June 2012. Web. Mar. 2013. <<http://studentsites.net/10-rules-for-going-to-college-when-nobody-really-expected-you-to/>>.
- Schlack, Lawrence B. "Not Going to College is a Viable Option." *Education.com*, n.d. Web. 1 Aug. 2012. <http://www.education.com/reference/article/Ref_Going_College_Not/>.
- "The 10 Most Common Excuses for Not Going to College and Why They're All Wrong." *everycircle.com*, n.d. Web. 1 Aug. 2012. <<https://everycircle.com/ec/articles/tenexcuses.htm>>.
- University of North Texas. "Why Go to College?" *How 2 Choose*. University of North Texas, 23 Mar. 2010. Web. 18 Aug. 2012. <<http://www.unt.edu/pais/howtochoose/why.htm>>.

Rhetoric of the Op-Ed Page

This assignment sequence introduces the Aristotelian concepts of ethos, logos, and pathos and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin on animals' capacity for experiencing human emotions. The concepts of Aristotelian rhetoric will be used throughout the course by all of the modules. Students also have the opportunity to critically engage opposing views on the issue. Culminating writing assignments include a letter to the editor in response to the Rifkin article and an animal "Bill of Rights."

Readings:

- Braithwaite, Victoria. "Hooked on a Myth: Do Fish Feel Pain?" *Los Angeles Times* 8 Oct. 2006, M5. Print.
- Edlund, John R. "Letters to the Editor in Response to 'A Change of Heart About Animals.'" 2003. Print.
- Edlund, John R. "Three Ways to Persuade." 2011. Print.
- Rifkin, Jeremy. "A Change of Heart About Animals." Editorial. *Los Angeles Times* 1 Sept. 2003: B15. Print.
- Yong, Ed. "Of Primates and Personhood: Will According Rights and 'Dignity' to Nonhuman Organisms Halt Research?" *Seed*. Seed Magazine. 12 Dec. 2008. Web. 24 July 2012.

Racial Profiling

This module has been designed to provoke students to take a stand on the controversial topic of racial profiling. Students identify, analyze, and evaluate the rhetorical moves Bob Herbert makes in his professional essay before determining the extent to which they will use similar strategies in their own essays.

Reading:

Herbert, Bob. "Jim Crow Policing." *New York Times* 2 Feb. 2010, late ed.: A27. Print.

The Value of Life

This module asks students to synthesize their understanding of Hamlet's "To be, or not to be" soliloquy; an excerpt from Chris Jones's interview of Roger Ebert; an article by Amanda Ripley on the aftermath of 9/11; and a life insurance tool, the Human Life Value Calculator. Students are asked to add their voices to the discussion by creating a well-developed response to the question engaged by these sources: How should human life be valued? The summative writing assignment is a reading-based essay of 750 to 1,500 words.

Readings:

A Human Life Value Calculator. Web.

Feinberg, Kenneth. "What Is the Value of a Human Life?" *This I Believe*. National Public Radio, 25 May 2008. Web. 20 Nov. 2012. <<http://www.npr.org/templates/story/story.php?storyId=90760725>>.

Jobs, Steve. Commencement Address. Stanford University Commencement Weekend. Stanford, CA. 12 June 2005. Address. <<http://news.stanford.edu/news/2005/june15/jobs-061505.html>>.

Jones, Chris. "Roger Ebert: The Essential Man" *Esquire* 16 Feb. 2010. Web.

Ripley, Amanda. "What Is a Life Worth?" *Time* 11 Feb. 2002. 22-27. Print.

Shakespeare, William. *Hamlet*, Act. III, Sc. 1: Hamlet's "To be, or not to be" Soliloquy.

Good Food/Bad Food

The module was designed to evaluate three proposals which argue for different approaches for responding to the obesity epidemic. Students analyze the proposals and consider how they were constructed to convince their audience. They then gather additional evidence from Web sites and from a survey they design and administer. The final assignment asks them to write a proposal of their own for how to improve the eating habits of students at their school.

Readings:

Bittman, Mark. "Bad Food? Tax It, and Subsidize Vegetables." *New York Times* 23 July 2011, late ed.: Sunday Review 1. Print.

Brody, Jane E. "Attacking the Obesity Epidemic by First Figuring Out Its Cause." *New York Times* 12 Sept. 2011: D7(L). Print.

Waters, Alice, and Katrina Heron. "No Lunch Left Behind." *New York Times* 19 Feb. 2009: A31. Print.

Web sites:

Dr. Robert C. and Veronica Atkins Center for Weight and Health UC Berkeley: <<http://cwh.berkeley.edu/resources/2/20/53/16%2C38%2C96>>.

Michael Pollan: <<http://michaelpollan.com/>>.

Food Inc.: <<http://www.takepart.com/foodinc/>>.

The Edible Schoolyard: <<http://edibleschoolyard.org/>>.

Yale Rudd Center for Food Policy and Obesity: <<http://www.yaleruddcenter.org/>>.

Into the Wild

The nonfiction, full-length work *Into the Wild*, by Jon Krakauer, was published in 1996. Engaging students in this biography/story based on Krakauer's investigation of Christopher McCandless, a young idealistic college graduate, allows them to think deeply about human motivation and perhaps begin to understand something of the complexity of maturity. Excerpted in the book, students experience a taste of the works of the American Transcendentalists and Russian novelists, which so influenced McCandless's life philosophy. Students conclude the assignment by writing a text-based academic essay on one of a number of themes from the work. Students are expected to write an essay of 1,500 to 2,500 words.

Reading:

Krakauer, Jon. *Into the Wild*. New York: Doubleday, 1996. Print.

Semester Two

Bring a Text You Like to Class: Bridging Out-of-School and In-School Literacies

This module builds on texts that students bring in to share with the class and serves to introduce the second semester. Throughout this sequence, students work on externalizing and building conscious awareness of their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. Textual analysis begins with pieces from students' own worlds representing a variety of subjects and genres. Then by finding scholarly articles on their topics, students call upon their background knowledge and strategic reading skills to comprehend the text. Writing assignments require students to annotate, map, chart, and summarize multiple readings. The final writing assignment asks them to develop a multi-genre portfolio consisting of four to five texts of different types that they author themselves about a topic they know well outside of school. Students then write a portfolio introduction of 400-500 words that orients readers to the variety of genres they've included. They also describe what they have learned about themselves as readers and writers and consider how to use this new knowledge to support their future reading and writing.

Juvenile Justice

The module explores a legal issue and the way in which scientific evidence and personal observations and experience contribute to different strongly held points of view on the topic. Students practice analyzing different genres of text from a rhetorical perspective. The final on-demand assignment asks students to respond to a recent Supreme Court decision on the topic and to construct their own argument on one or the other side.

Readings:

Anderson, Scott. "Greg Ousley Is Sorry for Killing His Parents. Is That Enough?" *New York Times Magazine*. 19 July 2012. Web. 11 June 2012. <http://www.nytimes.com/2012/07/22/magazine/greg-ousley-is-sorry-for-killing-his-parents-is-that-enough.html?pagewanted=all&_r=0>.

Garinger, Gail. "Juveniles Don't Deserve Life Sentences." *New York Times* 15 Mar. 2012, New York ed.: A35. Print.

Jenkins, Jennifer Bishop. "On Punishment and Teen Killers." *Juvenile Justice Information Exchange*. 2 Aug. 2011. Web. 11 June 2012. <<http://jjie.org/jennifer-bishop-jenkins-on-punishment-teen-killers/19184>>.

Lundstrom, Marjie. "Kids Are Kids—Until They Commit Crimes." *Sacramento Bee* 1 Mar. 2001: A3. Print.

Thompson, Paul. "Startling Finds on Teenage Brains." *Sacramento Bee* 25 May 2001: B7. Print.

Language, Gender, and Culture

In this module, students interrogate gender norms and how those norms are enforced by social pressures. They begin by reflecting on their own experiences with gender-based social pressures, deepening their understandings of the relationships among language, gender, culture, and identity. They then read a transcript of and view a short talk by Judith Butler, which should help to prepare them to think more carefully about the concepts in the module. In addition to asking students to reflect on a range of topics including gender, identity, and race, the module readings ask students to consider how norms of behavior are enforced through language and social interaction and to analyze the ways they may have been silenced or witnessed others being silenced. The final writing assignment provides students with an opportunity to transform their own silence into language and social action.

Readings:

Brooks, David. "Honor Code." *New York Times* 6 July 2012, New York ed.: A23. Print.

Butler, Judith. "phylosophe." *YouTube*. 23 Feb. 2007. Web. 8 Sept. 2012. <<http://www.youtube.com/watch?v=DLnv322X4tY>>.

Lorde, Audre. "Transformation of Silence into Language and Action." *The Cancer Journals*. San Francisco: Spinsters/Aunt Lute, 1980. 18-23. Print.

Tannen, Deborah. "His Politeness Is Her Powerlessness." *You Just Don't Understand: Women and Men in Conversation*. New York: HarperCollins, 1990. 203-5. Print.

Young, Vershawn Ashanti. "Prelude: The Barbershop." Preface. *Your Average Nigga: Performing Race, Literacy, and Masculinity*. By Young. Detroit: Wayne State UP, 2007. xi-xvi. Print.

1984

This module explores George Orwell's dark, complex, and controversial novel, *1984*. The novel is full of big ideas and themes: totalitarian rule, surveillance technology, mind control, propaganda, the role of the individual versus the collective, the relation of language and thought, and even the nature of reality and perception. The novel is often read as a tragic story of an individual, Winston Smith, who tries to stand up to the totalitarian government and fails. This module is designed to help students go beyond the simple plotline and engage with some of the larger philosophical ideas and themes, in part by carefully reading parts of the novel that are often omitted: the chapters from the fictitious book by Emmanuel Goldstein, *The Theory and Practice of Oligarchical Collectivism*, and the appendix, "The Principles of Newspeak." In effect, the novel integrates a literary narrative with fictional expository texts, which makes it ideal for use in an ERWC module. The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the

novel. Students are asked to use material from their notes and annotations of the novel to support their position on the issue of the prompt.

Reading:

Orwell, George. *1984*. 1949. Centennial ed. New York: Harcourt Brace, 2003. Print.

Optional Texts:

Maass, Peter, and Megha Rajagopalan. "That's No Phone. That's My Tracker." *New York Times* 13 July 2012. Web. <http://www.nytimes.com/2012/07/15/sunday-review/thats-not-my-phone-its-my-tracker.html?_r=1&ref=technology>.

Winton, Richard. "Long Beach Police to Use 400 Cameras Citywide to Fight Crime." *Los Angeles Times* 15 Aug. 2012. Web. <<http://www.latimes.com/news/local/la-me-long-beach-cameras-20120815,0,783037.story>>.

Brave New World

This module explores Aldous Huxley's dystopian science fiction novel *Brave New World* in light of Neil Postman's argument in *Amusing Ourselves to Death* that we are actually more in danger from hedonistic but mindless pleasures than from Orwellian totalitarianism. The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the novel. Students are asked to use material from their notes and annotations of the novel to support their position on the issue of the prompt.

Reading:

Huxley, Aldous. *Brave New World*. 1932. New York: HarperCollins, 1998. Print.

Bullying: A Research Project

This module critically examines various forms and definitions of bullying, as well as divergent views of the causes and possible responses to bullying that can be made by schools, teachers, and students. Students also analyze their own school's bullying policy. For the summative assignment, students collaboratively write an anti-bullying guide for new students at their school so that they understand what bullying is and how best to respond to it, either as a target or as an observer. The guide must be based on academic and field research, be visually appealing (e.g., graphs, bullet points, etc.), and include a reference list of sources. The groups will also present their findings orally using either a video or PowerPoint.

Readings:

Agatson, Patricia W., Robin Kowalski, and Susan Limber. "Students' Perspectives on Cyber Bullying." *Journal of Adolescent Health* 41 (2007): S59-S60. Web. 27 Jan. 2013. <http://ac.els-cdn.com/S1054139X07003680/1-s2.0-S1054139X07003680-main.pdf?_tid=1f4d3e52-69a1-11e2-8158-00000aacb360&acdnat=1359415331_4ceec0b1e89140ba0dfd9a728a58cfe3>.

Banks, Ron. "Bullying in Schools. ERIC Digest" *ERIC Digests* ED407154, Apr. 1997. ERIC Clearinghouse on Elementary and Early Childhood Education. Web. 15 Aug. 2003. <<http://www.ericdigests.org/1997-4/bullying.htm>>.

Brown, Mark. "Life After Bullying." *PTA*, 20 Feb. 2005. Web. 10 Apr. 2005. <http://www.pta.org/archive_article_details_1117638232140.html>.

Coloroso, Barbara. *The Bully, the Bullied, and the Bystander*. New York: Harper/Quill, 2004. Print. [Excerpts]

Duncan, Arne. *Elementary and Secondary Education: Key Policy Letters from the Education Secretary and Deputy Secretary*. US Department of Education, 14 June 2011. Web. 3 Sept. 2012. <<http://www2.ed.gov/policy/elsec/guid/secletter/110607.html>>.

Kan-Rice, Pamela. "School Bullies Are Often Also Victims; Feeling Safe Reduces Youth Bullying." *University of California Agriculture and Natural Resources News and Information Outreach*, 2 Sept. 2003. Web. 8 July 2004. <<http://news.ucanr.org/newsstorymain.cfm?story=502>>.

Kowalski, Kathiann. "How to Handle a Bully." *Current Health* 2 25.6 (1999): 13-16. Web. 15 Aug. 2004. <<http://bgeagles.tripod.com/webquest/handle.htm>>.

Olweus, Dan. "A Profile of Bullying at School." *Educational Leadership* 60.6 (2003): 12-17. Print.

Additional Readings:

Kuther, Tara L. "Understanding Bullying." *Our Children* 29.2 (2004): 12-13. Print.

Migliore, Eleanor T. "Eliminate Bullying in Your Classroom." *Intervention in School and Clinic* 38.3 (2003): 172-77. Print.

Nansel, Tonja R., Mary Overpeck, Ramani S. Pilla, W. June Ruan, Bruce Simons-Morton, and Peter Scheidt. "Bullying Behaviors Among U.S. Youth: Prevalence and Association with Psychosocial Adjustment." *NIH Public Access*, 25 Apr. 2001. Web. 21 June 2008. <<http://www.pubmedcentral.gov/articlerender.fcgi?artid=2435211>>.

Newquist, Colleen. "Bully-Proof Your School." *Education World*, 8 Sept. 1997. Web. 21 Jan. 2005. <http://www.education-world.com/a_issues/issues/issues007.shtml>.

Video:

Stop the Bullying PSA. Prod. Carol Trulli. Wilmington Middle School, Wilmington, MA, 2010. Web. 29 Jan. 2013. <http://teachertube.com/viewVideo.php?video_id=208328&title=Stop_the_Bullying_PSA>

Final Reflection on Learning: The ERWC Portfolio

The final instructional sequence and capstone assessment for the ERWC is the "Final Reflection on Learning: The ERWC Portfolio." In careful alignment with the ERWC goals, the portfolio includes a reading-based argument letter that serves as an analysis and reflection on the student-selected writing samples and the course.

Key Assignments: *Detailed descriptions of all Key Assignments which should incorporate activities and projects, as well as, short answers and essay questions. How do assignments incorporate topics? Include all assignments that students will be required to complete. Assignments should be linked to components mentioned in the course outline and in the discussion of accomplishing the course goals. Explicitly indicate how the assignments support the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language. Courses must address them all in a balanced fashion. It is not appropriate or necessary to include instructions given to students regarding the execution of assignments (formatting, timeliness, etc.). Do not include exams or assessments in this section.*

Each of the twelve instructional modules uses a CCSS-aligned assignment template to guide students through the following processes: reading rhetorically, connecting reading to writing, and writing rhetorically. While the ERWC approaches the rigor of Advanced Placement and International Baccalaureate courses in terms of the quantity and quality of its texts and tasks, the course is carefully scaffolded for diverse populations of learners, including multilingual students. Please see the attached assignment template for more detail on specific assignments for each module.

Examples of common assignments include the following:

- Quickwrites to access prior knowledge
- Surveys of textual features
- Predictions about content and context
- Vocabulary previews and self-assessments
- Reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying
- Responding in speech and in writing to critical thinking questions
- Annotating and rereading texts
- Highlighting textual features
- Analyzing stylistic choices
- Mapping text structure
- Analyzing logical, emotional, and ethical appeals
- Peer response activities

In addition to offering frequent practice with the above common assignments, the ERWC also provides a summative writing assignment in each module. In general, essays/writing assignments range from 500 to 1,500 words depending on the nature of the writing assignment (whether it is timed or goes through multiple revisions) and the genre elicited. Types of writing vary across modules. In determining the length and organization of their compositions, students must evaluate the effectiveness of their choices for their given audience and purpose. Compositions are evaluated primarily on rhetorical effectiveness, rather than length. The following is a list of summative assignment descriptions:

Module 1: What's Next? Thinking About Life After High School

During this module, students read about different aspects of career and college life, reflect and write on their own goals and plans, and participate in research about their personal vision for the future. The final expression of this reading, research, and writing is a letter or essay applying for acceptance into the community the student wishes to enter.

1. Those who believe they are more inclined to pursue a career or enter the work force will write a “letter of introduction” to the work community or job that they wish to pursue.

OR

2. Those of you planning on entering college will write a personal essay for a college application.

The final letter or essay must be around 1000 words, typed, proofread, and ready to send out to either a school or employer.

Module 2: Rhetoric of the Op-Ed Page

A common way to respond to an editorial is to write a letter to the editor. After working extensively with the texts in the module, students write a well-informed response to Rifkin's or Braithwaite's ideas. Such a letter is an ideal vehicle for teaching audience, purpose, concision, and clarity. Students choose one of the following "letter-to-the-editor" assignments:

Response to Rifkin: After thinking about your reading, discussion, and analysis of Rifkin's article and the letters in response to it, what do you personally think about Rifkin's point? Do you think it is true, as Rifkin says, that "many of our fellow creatures are more like us than we had ever imagined"? Do you think we need to change the way we treat the animals around us? Or do you think Rifkin is wrong? Write a letter expressing your viewpoint to the editor of the newspaper.

Response to Braithwaite: Victoria Braithwaite argues that fish have nervous systems that are similar to humans and are very likely to feel pain the way we do. She says, "We should adopt a precautionary ethical approach and assume that in the absence of evidence to the contrary, fish suffer." She also says, "Of course, this doesn't mean that we necessarily must change our behavior. One could reasonably adopt a utilitarian cost-benefit approach and argue that the benefits of sportfishing, both financial and recreational, may outweigh the ethical costs of the likely suffering of fish." Should we ban the use of barbed hooks? Should we change our fishing practices because fish might suffer? Or is Braithwaite making a big deal out of nothing? Write a letter expressing your viewpoint to the editor of the newspaper.

Module 3: Racial Profiling

Students must write an essay that presents their opinion on a controversial issue of their choice, beginning with a debatable thesis statement and then following the guidelines for writing an argument essay. Students must support their claims with well-chosen evidence. If students are responding to an event or topic in the media, they must attach a copy of the print or electronic source to their paper.

Module 4: The Value of Life

The summative writing assignment offers students two choices for responding to the central question in the reading selections: a reflective essay on the value of life or a passage-based argument essay. For the latter, students must explain Steve Jobs's argument in his 2005 Stanford University Commencement Address and discuss the ways in which they agree or disagree with his views.

Module 5: Good Food/Bad Food

Desperate times call for desperate measures, but what measures are realistic and will really work to solve the problem of the obesity epidemic? This is the central question students must respond to in the key assignment for this module. For this project, students write a proposal focusing on how to encourage healthier eating at their school. The proposal should address a problem that the students have identified and be addressed to an audience that might help them solve the problem.

Module 6: Into the Wild

The writing assignment for this module requires students to complete an on-demand essay in 45 minutes. The prompt for this assignment asks students to consider the validity of various interpretations of Chris McCandless, the central figure in John Krakauer's *Into the Wild*. This timed writing is treated as a prewriting for other possible writing assignments, including several research topics.

Module 7: Bring a Text You Like to Class: Bridging Out-of-School and In-School Literacies

The final writing assignment asks students to develop a multi-genre portfolio consisting of four to five texts of different types that they author themselves about a topic they know well outside of school. Students write a portfolio introduction of 400-500 words that orients readers to the variety of genres they have included. They also describe what they have learned about themselves as readers and writers.

Module 8: Juvenile Justice

In this on-demand writing assignment, students must compose an essay analyzing the issues raised by opposing legal arguments regarding minors being tried for criminal offenses as adults. Students must indicate which side they most strongly agree with in their response while supporting their position with reasons and examples from the required readings, class discussion, and their own experience and observations. Essays must be clearly focused, well organized, and carefully written.

Module 9: Language, Gender, and Culture

Among other issues, each of the articles in this module invites students to consider how we might respond to the ways that social environments and norms constrain us. After considering the questions and solutions or alternatives posed by the various reading selections in the module, students must write a speech, a letter, or a public service announcement that proposes meaningful change in their community. They must identify a specific audience to address—such as their classmates; parents; younger (or older) students; coaches; administrators; teachers; or church, city, or community officials—and compose an argument both describing a particular challenge and proposing changes that may improve the lives of others.

Module 10: 1984

The summative writing assignment in this module addresses a core question: Can a society based on hate survive? In preparation for responding to this question, students compare and contrast the perspectives of two characters from George Orwell's *1984*, Winston and O'Brien, through an analysis of key passages from the novel. Then, in a well-organized essay, students must discuss whether or not a society based on hate and suffering such as O'Brien describes could exist for very long. Would the intoxication of power and the thrill of victory be enough motivation for people to continue living without friendship or love? Could they live in such a society? Why or why not? In supporting their arguments, students must use evidence from the novel, other texts, and their own experience.

Module 11: Brave New World

The writing tasks in this module afford students the opportunity to engage one of four issues thematically critical to Aldous Huxley's novel *Brave New World*: "Entertainment as a Form of Control," "Community, Identity, Stability," "Gender Equality," or "Reading and Education." For the topic they choose, students must develop and support a principled argument, using evidence from both the text and their own lives.

Module 12: Bullying

After researching and analyzing their school's bullying policy, students collaboratively write an anti-bullying guide for new students at their school so that they understand what bullying is and how best to respond to it, either as a target or as an observer. Students must base their advice on the academic and field research they conducted and include a reference list of their sources. Their anti-bullying guide should be accessible and engaging for their audience of new students and should be revised and edited so that it is publishable. The groups will also present their findings orally using either a video or PowerPoint.

Instructional Methods and/or Strategies: *Indicate how the Instructional Methods and/or Strategies support the delivery of the curriculum and the course goals. Explicitly indicate how the instructional approaches support the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language. Courses must address them all in a balanced fashion. What portions of the Course Outline are supported by the methods and strategies?*

To a large extent, the course goals and the delivery of the curriculum are accomplished through the ERWC Assignment Template—a structured process for helping students comprehend and critique texts through integrated rhetorical reading and writing activities. The ERWC Assignment Template represents the “DNA” of each instructional module. All modules follow the same recursive literacy processes described by the template. These include prereading, reading, postreading, connecting reading to writing, entering the conversation, writing, and revising and editing. Within these interrelated stages, students practice a variety of skills, including the following:

- Surveying the Text
- Making Predictions and Asking Questions
- Understanding Key Vocabulary
- Reading for Understanding
- Considering the Structure of the Text
- Noticing Language
- Annotating and Questioning the Text
- Analyzing Stylistic Choices
- Summarizing and Responding
- Thinking Critically
- Reflecting on Your Reading Process
- Gathering Evidence to Support Your Claims
- Composing a Draft
- Using the Words of Others (and Avoiding Plagiarism)
- Negotiating Voices
- Revising Rhetorically
- Editing the Draft
- Responding to Feedback
- Reflecting on Your Writing Process

At the beginning of the course, teachers guide students through each step of the process. As students become familiar with the reading and writing strategies and internalize some of the basic processes, they will be able to complete more of the steps on their own. By the end of the course, students should be able to read texts on their own, without elaborate preparation, and write about them coherently. The College and Career Readiness Anchor Standards for reading, writing, speaking and listening, and language are important resources for the ERWC as are the capacities of a literate individual identified in the introduction of the CCSS for ELA/Literacy. Both are provided with the Assignment Template as appendices.

Aristotelian rhetoric also significantly informs the instructional methods and strategies of the ERWC. Students in the course have extensive practice analyzing and applying the three classical categories of rhetorical appeal: ethos, the presentation of the character and authority of the speaker; logos, the use of words and arguments; and pathos, the appeal to the emotions of the audience. These categories form the basis of rhetorical analysis in the ERWC, and, combined with other strategies, they give students a feeling of power over, and engagement with, complex texts.

To support all students in their acquisition of academic English, the twelve ERWC instructional modules are additionally accompanied by a supplemental resource on English grammar: Rhetorical Grammar for Expository Reading and Writing. Unique in its rhetorical approach to grammar, the grammar supplement uses curriculum readings and students' own writings to build competence in writing conventions and rhetorical power in language use. Strategies for modifying the ERWC curriculum to address the unique learning needs of English learners are offered in professional learning for teachers. Taken together, the text-based grammar supplement and the document, Modifying the ERWC Assignment Template for English Learners at the Emerging and Expanding Levels, provide significant resources to teachers that support students acquiring academic English.

Instructional resources on formative assessment and transfer of learning are also included with the course materials and ERWC professional learning program.

Knowledge and strategies to accomplish a deep analysis of individual texts, to synthesize multiple texts, and to integrate conflicting and contrary voices are critical across the spectrum of disciplines that students encounter throughout their college careers. The analytical skills students develop within and across ERWC modules build students' capacities to discern whether outside texts are credible. When researching and selecting outside texts, their rhetorical abilities to evaluate sources help students determine not only which texts are credible but also how best to use them.

As a whole, the instructional methods and strategies of the ERWC are characterized by what course authors describe as "a relentless focus on the text." In other words, texts are carefully selected to foster close study, build independence, and support principled, reading-based argumentation by adolescent learners.

Assessments Including Methods and/or Tools: *Indicate the intent of each assessment and a brief description of how each relates to the Course Purpose and goals related to the development of critical thinking and other habits of mind skills described in the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Speaking and Listening, and Language.*

The ERWC uses a variety of diagnostic, formative, and summative assessments to measure students' progress toward mastery of the learning outcomes. Most assessment activities are based on the writing prompts and rubrics embedded in the twelve instructional modules. Scored sample papers are made available through the CSU ERWC Online Community (a teacher Web site), and professional learning sessions for teachers have included specific instruction in running holistic grading sessions with other teachers. The rubrics and sample papers should mean that grading standards will be consistent throughout the state. Further support and advice are available through the Online Community. Examples of specific assignment types to be assessed include the following:

- Persuasive essays
- Letters to the editor
- Argument analysis
- Descriptive outlines of assigned readings
- Reflective essays
- Text-based academic essays
- Research projects

Assessment is strategically integrated throughout the ERWC Assignment Template. Two “cells” or sections in the Assignment Template, in particular, call on students to make explicit connections between their academic performance and their development of habits of mind: “Reflecting on Your Reading Process” and “Reflecting on Your Writing Process.” “Responding to Feedback” is another section in the Writing Rhetorically section of the template that provides important opportunities for assessment and reflection.

Diagnostic assessments occur during the prereading stage of the instructional modules, particularly through activities aimed at identifying students' familiarity with key vocabulary and concepts. The Rhetorical Grammar for Expository Reading and Writing materials also offer a diagnostic language assessment to be used at the start of each module.

Formative assessments are integrated throughout all the modules. These formative assessments are designed to give feedback to students that helps them clarify what purposes are driving the instruction they are receiving, what they know and still need to learn, and what next steps they want to take to further their knowledge and their use of learning strategies. These formative assessments, in contrast to summative assessments, often give students more opportunities to benefit from their teachers' support for self-regulated learning. In addition, formative assessments enable teachers to gather information about their students' learning so that instruction might be adjusted for a whole class, smaller groups, or individual students in a class.

Both on-demand and process essays are used to summatively assess students' proficiency in writing rhetorically. The final module, *Bullying: A Research Project*, requires students to incorporate multimedia into a researched policy recommendation. In- and out-of-class assignments (e.g., partner/group work, summaries, writing tasks, learning/reading journal entries, written and oral responses to critical reading questions, oral presentations, vocabulary work, and homework) are also assessed. In addition, passage-based multiple-choice items are used in formative assessment.

The capstone assessment for the ERWC is the “Final Reflection on Learning: The ERWC Portfolio.” In careful alignment with the ERWC goals, the portfolio includes a reading-based argument letter that serves as an analysis and reflection on the student-selected writing samples and the course. The portfolio includes the following components:

- Sample of low-stakes writing
- Annotation of a reading selection
- Summary
- Three academic essays

Reading: *Acceptable courses must require extensive reading of a variety of genres, non-literary as well as literary, including informational texts, classical and/or contemporary prose and poetry, and literary fiction and non-fiction. Reading of literary texts must include full-length works; excerpts from anthologies, condensed literature, et cetera, cannot substitute for full-length literary works. Students should be expected to read for literal comprehension and retention, depth of understanding, awareness of the text's audience, purpose and argument, and to analyze and interact with the text.*

Aligned with both college-level expectations and the CCSS for ELA/Literacy, the ERWC's reading requirements emphasize a range of text types and complexity. Reading selections and tasks become more challenging as the course progresses, allowing students ample opportunities to achieve proficiency in the CCSS College and Career Readiness Anchor Standards for Reading—particularly those targeting the fluent and independent reading of complex informational texts. Because the modules all follow the same rhetorical reading process, students have extended experience developing and internalizing the following critical literacy practices:

- Activating prior knowledge and exploring key concepts
- Analyzing texts through annotation, outlining/charting text structure, and questioning strategies
- Examining and discussing relevant critical/analytical elements such as intended audience, possible author bias, and rhetorical effectiveness
- Working collaboratively and independently on analytical tasks
- Presenting aspects of their critical reading and thinking orally, as well as in writing
- Writing summaries, rhetorical précis, and responses to critical questions
- Engaging in note-taking activities, such as composing one-sentence summaries of paragraphs/passages, charting a text's main points, and developing outlines for essays in response to writing prompts.
- Completing compare/contrast and synthesis activities, increasing their capacity to make inferences and draw warranted conclusions, such as creating comparison matrixes of readings, examining significant points within texts, and analyzing significant textual features within thematically related material.

Students in the course learn that to “read rhetorically” means to focus not only on what the text says but also on the purposes it serves, the intentions of the author, and the effects on the audience. Reading rhetorically begins during the prereading phase when readers prepare to read a new text. This stage of the reading process involves surveying the text while considering its purpose, context, author, form, and language. This process helps readers set a purpose and plan for reading, anticipate what the text will discuss, and establish a framework for understanding the text when reading begins.

The rhetorical reading process modeled throughout the ERWC involves using the knowledge developed during prereading to understand a text and to confirm, refine, or refute the predictions that the reader has made about the text. Modules begin by asking students to read “with the grain.”

Once they have established their understanding of the text, students read “against the grain.” Both processes help students comprehend a text more deeply.

Reading rhetorically in the ERWC concludes with postreading—the process that readers follow once they have read and reread the text. This stage can involve restating the central ideas of the text and responding to them from a personal perspective, but it also often includes questioning the text and its rhetorical strategies, evaluating its arguments and evidence, and considering how it fits into the larger conversation about the topic.

Writing: *Courses must also require substantial, recurrent practice in writing extensive, structured papers directed at a various audiences and responding to a variety of rhetorical tasks. Students must demonstrate understanding of rhetorical, grammatical, and syntactical patterns, forms, and structures through responding to texts of varying lengths in unassisted writing assignments. Courses should address basic issues of standard written English, including style, cohesion, and accuracy. Writing is taught as a recursive process involving invention, drafting, revision, and editing where writers return to these activities repeatedly rather than moving through them in discrete stages. Writing is also a way of learning and it should enhance the students’ understanding of a subject.*

Although the writing process can be divided into stages, writing, like reading, is essentially a recursive process that continually revisits previous moments. Students in the ERWC “write to learn” by using writing for taking notes, making marginal notations, mapping the text, making predictions, and asking questions. Students then build on the ongoing dialogue they have had with their sources, producing their own texts by using the words, ideas, and arguments that have been raised in reading and class discussion. In this transitional moment, their reading informs, inspires, and guides their writing as they shift from being an audience for writing to addressing an audience of their own in the process of making meaning.

Thinking of writing as a rhetorical activity calls for students to consider the importance of audience, purpose, ethos, situation, message, and genre as they write to affect readers in particular ways. The rhetorical approach used in this course calls for students to consider the contexts that inform the occasion for writing before deciding on a particular argument that gives shape to the writing. Thus writing rhetorically emphasizes contextualized thinking, sense-making, and persuasion as prerequisites for considerations about form or genre. As students begin to compose a first draft, they make an active contribution to the conversation of voices and texts they have been interacting with while reading. The writing is “reading-based”—a key requirement of the CCSS for ELA/Literacy—in that it synthesizes the viewpoints and information of various sources for the writer’s own purposes.

The ERWC additionally emphasizes the importance of writing as communication. Writing can be a way of discovering what we think and working through our personal concerns, for example in diaries and journals, but most often we write to express our ideas to others. Texting, emailing, posting to a blog or a discussion board, tweeting, or using social media, such as Facebook, are all forms of writing. The academic essay, with an introduction, a thesis, body paragraphs, and a conclusion, is likewise a form for communicating thoughts, ideas, and arguments, but writing for an audience can include many other print and electronic forms such as letters, newspaper articles, memos, posters, reports, and Web sites.

The ERWC requires students to practice the multi-tiered, interrelated competencies related to academic writing in numerous ways:

- Students write 750- to 1,500-word analytical essays based on prompts that require establishing and developing a thesis/argument and providing evidence to support that thesis by synthesizing and interpreting the ideas presented in texts. Some modules will require essays of greater length.
- Students complete timed in-class writings based on prompts related to an author's assertion(s), theme(s), purpose(s), and/or a text's rhetorical features.
- Students prepare a writing portfolio for the Final Reflection on Learning.

Listening and Speaking: *Courses must allow students to develop essential critical listening skills and provide them ample practice speaking in large and small groups. Students are expected to be active, discerning listeners, to make critical distinctions between key points and illustrative examples, develop their ability to convey their ideas clearly, and listen and respond to divergent views respectfully, just as they must do when they read and write.*

The ERWC's focus on rhetoric helps students understand and apply principles of effective and ethical communication when listening and speaking. Oral language development is integrated throughout the curriculum and appears in the form of class discussions, presentations, dialogues, role play, surveys, pair conversations, Socratic Seminars, peer review activities, and guided compositions, among other activities. Because the instructional modules require students to be particularly attentive to the way acts of communication are impacted by their rhetorical context, students learn to listen and speak with a heightened awareness of audience, occasion, ethos, purpose, and persuasive strategies. The ERWC calls for students to respond respectfully to divergent views, to listen both supportively and critically, and to consider the needs and interests of their audience when speaking.

The oral discourse components of the ERWC are based on a foundational idea of the course—that reading and writing for academic purposes involves entering an ongoing conversation with others who have engaged the same question at issue. In order to participate in this conversation in an informed and responsible manner, students must first listen to the words of other writers; that is, they must read attentively and supportively with the intention of understanding a text. They must also frequently engage in discussion with their peers. In the ERWC, comprehension precedes critique, just as listening precedes (or ought to precede) speaking in civil discourse. Many activities in the modules help students play the “believing game” during their initial exploration of a topic—an approach that encourages students to postpone judgment and tolerate ambiguity when others are speaking. Students in the course thus have extensive practice “listening” to the views of others (both written and oral) in preparation for formulating their own responses.

Throughout the modules, students have frequent structured and informal opportunities to develop their oral language skills. Many of the class discussions, for instance, provide a stage for students to articulate their views in a classroom community and to have their views publically challenged or affirmed. For instance, several of the reflection activities in the modules also provide students with speaking practice. Reflection is an essential component in learning. Students benefit from discussing what they have learned about how to write and sharing that information with the rest of the class. The “Negotiating Voices” section of the Assignment Template further helps students develop their academic language competencies when engaging in class discussions by providing practice with sentence frames, or “templates,” common to academic discourse. Students practice the linguistic “moves” associated with argumentation as they engage the various viewpoints on an issue, including the views of students who disagree with them.

In addition to the activities in the modules themselves, Rhetorical Grammar for Expository Reading and Writing also offers explicit instruction in oral language development, most notably through the Guided Composition activity. In the Guided Composition, students listen carefully as their teacher reads a paragraph aloud from a selected text. During this first oral reading, students are listening for the “gist” of the piece. The teacher then reads the text aloud a second time while the students take notes, recording key words and phrases. The students next attempt to reconstruct the paragraph based on what they heard and recorded. Unlike the traditional dictation exercise students might experience in foreign language classes, the Guided Composition is a “dictocomp”; students are both comprehending and composing meaning through this facilitated listening and writing activity.