

Folsom Cordova Unified School District
CSU ERWC 1 and 2

Date: November 2014
Proposed Grade Level(s) 12
Grading: A-F
Prerequisite: English 11

Course Length: 2 semesters
Subject Area/Credits: English

Intent to Pursue College Prep Status through the UC System: Yes

COURSE DESCRIPTION:

The goal of the Expository Reading and Writing Course is to prepare seniors for the literacy demands of higher education. Through a sequence of 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 assignment template—presents a 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 in 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. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Written assessments and holistic scoring guides conclude each unit.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- To enable students to analyze, interpret, and apply the rhetorical strategies of a variety of expository and literary texts
- To foster students’ ability to create and support written arguments based on readings, research, and personal experience
- To increase students’ repertoire of cognitive and metacognitive strategies for approaching various academic reading and writing tasks
- To promote independent academic literacy practices in college-bound students, including the ability to use reading and writing processes recursively and reflectively
- To provide a conceptual and disciplinary focus for a wide variety of issues and problems that converge in written discourse
- To prepare students to meet the standards of the CSU English Placement Test and the California English–Language Arts Content Standards

CCSS READING COMPONENT:

Students will read, understand, and analyze a variety of primary and secondary media. Students will learn to recognize and cite specific textual evidence to support analysis of these sources; they will determine and understand the central ideas of the sources, including author’s intent with regard to words and phrases; students will analyze the structure of primary sources; students will read primary and secondary sources on the same subject from different authors, evaluating competing and complementary opinions.

One of the primary means through which students will be introduced to the topics of this course is through the reading, comprehension and analysis of a variety of texts which include a wide range of oral, written, and visual

material present in society. These documents will vary in type and format allowing students to satisfy the reading component of the Common Core State Standards.

CCSS WRITING COMPONENT:

Student will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. They will also be writing informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the elective selection organization, and analysis of content. Student will also write narratives to develop real or imagined experience or events using elective technique, well-chosen details and well-structured sequences.

CCSS SPEAKING AND LISTENING COMPONENTS:

Students will engage in peer-teaching, presentations of research findings, class panels, Socratic seminars, and debates.

DETAILED UNITS OF INSTRUCTION:

Semester 1

Introducing Students to the ERWC

This unit introduces students to the context, aims, and core elements of the course, as well as to its fundamental concepts and definitions.

What's Next? Thinking About Life after High School.

As the opening module for the EWRC (college applications are usually due in October or November), this module focuses on establishing foundational attitudes toward college and adult-life language practice. 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.

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 in 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."

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.

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 engage by these sources: How should human life be valued? The summative writing assignment is a reading-based essay of 750 to 1,000 words.

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 the 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.

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 influence 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.

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 words 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

This 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.

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 experience with gender-based social pressures, deepening their understanding 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.

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 plot line 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 text, 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 from the novel to support their position on the issue of the prompt.

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 pleasure 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.

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. Student also analyzes 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.

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.

TEXTBOOKS AND RESOURCE MATERIALS:

Texts:

1984 by George Orwell

Brave New World by Aldous Huxley

Into the Wild by Jon Krakauer

CSU Expository Reading and Writing Course Semester 1 and 2 Second Edition (Teacher binders)

Note: All articles and resources for this course, besides the novels are provided by the program--though copies will need to be made.

Resource Materials

Photocopies of articles and worksheets

Access to Google Docs

Access to video projection.

COMMON CORE STANDARDS TO BE ADDRESSED:

Reading: Literature

Key Ideas & Details

___ 1. 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.

___ 2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

___ 3 Provide an objective summary of the text.

___ 4 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

[RL.12.1, RL.12.2, RL.12.3]

Craft & Structure

___ 1 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.

___ 2 Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

___ 3 Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

___ 4 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

[RL.12.4, RL.12.5, RL.12.6]

Integration of Knowledge & Ideas

___ 1 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

[RL.12.9]

4 Reading Range / Text Complexity

___ 1 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

[RL.12.10]

Reading: Informational Text

Key Ideas & Details

___ 1 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.

___ 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.

___ 3 Provide an objective summary of the text.

___ 4 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[RI.12.1, RI.12.2, RI.12.3]

Craft & Structure

___ 1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

___ 2 Analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

___ 3 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

___ 4 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

[RI.12.4, RI.12.5, RI.12.6]

Integration of Knowledge & Ideas

___ 1 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

___ 2 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. [RI.12.7, RI.12.8]

Reading Range / Text Complexity

___ 1 By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently. [RI.12.10]

Writing

Text Types & Purposes

Argumentative

___ 1 Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

___ 2 Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

___ 3 Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

___ 4 Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

___ 5 Provide a concluding statement or section that follows from and supports the argument presented.

Informative/Explanatory

___ 6 Introduce a topic.

___ 7 Organize complex ideas, concepts, and information so that unified whole.

___ 8 Include formatting, graphics, and multimedia when useful to aiding comprehension.

___ 9 Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

___ 10 Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

___ 11 Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage

___ 12 Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

___ 13 Provide a concluding statement or section that follows from and supports the information or explanation presented.

Narrative

___ 14 Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.

___ 15 Create a smooth progression of experiences or events.

___ 16 Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

___ 17 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

___ 18 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

___ 19 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[W.12.1, W.12.2, W.12.3]

Production & Distribution of Writing

___ 1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

___ 2 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

___ 3 Use technologies, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

[W.12.4, W.12.5, W.12.6]

Research to Build & Present Knowledge

___ 1 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.

___ 2 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

___ 3 Draw evidence from literary or informational texts to support analysis, reflection, and research.

[W.12.7, W.12.8, W.12.9]

Range of Writing

___ 1 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[W.12.10]

Language

Conventions of Standard English

___ 1 Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

___ 2 Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

___ 3 Observe hyphenation conventions.

___ 4 Spell correctly.

[L.12.1, L.12.2]

Knowledge of Language

___ 1 Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed;

___ 2 Apply an understanding of syntax to the study of complex texts when reading.]

[L.12.3]

Vocabulary Acquisition and Use

- ___ 1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - ___ 2 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - ___ 3 Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
 - ___ 4 Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
 - ___ 5 Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - ___ 6 Analyze nuances in the meaning of words with similar denotations.
 - ___ 7 Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - ___ 9 Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- [L.12.4, L.12.5, L.12.6]

Speaking and Listening

Comprehension and Collaboration

- ___ 1. Come to discussions prepared, having read and researched material under study.
 - ___ 2 explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - ___ 3 Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - ___ 4 Propel conversations by posing and responding to questions that probe reasoning and evidence.
 - ___ 5 Ensure a hearing for a full range of positions on a topic or issue.
 - ___ 6 Clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - ___ 7 Respond thoughtfully to diverse perspectives.
 - ___ 8 Synthesize comments, claims, and evidence made on all sides of an issue.
 - ___ 9 Resolve contradictions when possible.
 - ___ 10 Determine what additional information or research is required to deepen the investigation or complete the task.
 - ___ 11 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - ___ 12 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.
- [SL.12.1, SL.12.2, SL.12.3]

Presentation of Knowledge and Ideas

- ___ 1 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 - ___ 2 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - ___ 3 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- [SL.12.4, SL.12.5, SL.12.6]

DISTRICT ESLRs to be ADDRESSED:

Students will be:

- **Self-Directed Learners:** Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- **Effective Communicators:** Students will communicate through discussion and written work.
- **Quality Producers/Performers:** Students will prepare for and participate in a range of conversations and collaborations with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.
- **Constructive Thinkers:** Students will participate in student seminars, debates, and classroom discussions to develop in-depth understanding of topics covered in ERWC modules.
- **Collaborative Workers:** Students will work together to understand the context and significance of various aspects of our language through its literature and expository texts.
- **Responsible Citizens:** Students will consider topics of real importance and develop opinions based on research through the ERWC modules.

The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. **For concerns/questions or complaints, contact the Title IX Coordinator(s) and Equity Compliance Officer(s): Curtis Wilson, cmwilson@fcusd.org (grades K-5) and Jim Huber, ED. D., jhuber@fcusd.org (grades 6-12), 1965 Birkmont Drive, Rancho Cordova, CA 96742, 916-294-9000 ext.104625**