Escondido Union High School District
California State University
English 12
Expository Rhetoric and Writing Course (ERWC)

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
<th>Grade Level:</th>
<th>12</th>
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<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>Meets UC/CSU “b” requirements</td>
<td>Graduation Requirement:</td>
<td>Meets EUHSD English Requirement</td>
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<tr>
<td>*Upon successful completion (grade of A-C) students may clear their “conditional readiness” CSU EAP status.</td>
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<td>*Course must be taught by certified CSU ERWC instructor.</td>
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<tr>
<td>Course Number Semester 1:</td>
<td>7591</td>
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<tr>
<td>Course Number Semester 2:</td>
<td>7592</td>
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<tr>
<td>Transcript Abbreviation:</td>
<td>7591: CSU EXP READ&amp;WRIT A</td>
<td>7592: CSU EXP READ&amp;WRIT B</td>
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<tr>
<td>Number of Credits:</td>
<td>5 credits per semester</td>
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<tr>
<td>Prerequisite/s Required:</td>
<td>None</td>
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<tr>
<td>Prerequisite/s Recommended:</td>
<td>None</td>
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<tr>
<td>Board Approved Date:</td>
<td>August 7, 2012</td>
<td></td>
<td></td>
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<tr>
<td>District Approved Instructional Materials/Textbook Students (include ISBN, Publisher, Author, Edition, Copyright):</td>
<td></td>
<td></td>
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<tr>
<td>• CSU Customized Consumable Instructional Materials Packet</td>
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<tr>
<td>• Into the Wild (novel)</td>
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<td>• Left Hand of Darkness (novel)</td>
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Course Description: Beginning with the class of 2013, the CSU system authorizes a school district to offer the CSU Expository Rhetoric and Writing Course (ERWC) English 12 course to high school grade 12 students. The course is designed as a year-long course. The course is aligned with the English-Language Arts Content Standards; the course emphasizes the in-depth study of expository, analytical, and argumentative reading and writing. The rich, adaptable resources, developed by a collaborative group of CSU and high school faculty and specialists, are designed to help students develop the academic literacy skills necessary for success in college and the world of work. Students who complete this course with a grade of A-C are automatically considered “college ready” by the CSU system and do not need to participate in any CSU English Language Arts placement exams and are able to begin their freshmen year of college without any additional English Language Arts remedial coursework. This course is approved by the UC system as meeting their “b” English requirement. Upon successful completion, this course will fulfill ten units of EUHSD ELA graduation credit.
**ERWC**

**Pacing Guide**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Pacing Guide Instructions:</th>
<th>Length of Study</th>
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<tbody>
<tr>
<td></td>
<td><strong>SEMESTER 1:</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>Fast Food: Who should take the blame for Americans’ increasing obesity?</td>
<td>1-2 Weeks</td>
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<tr>
<td>2</td>
<td>Going for the Look: Should companies be allowed to hire only those workers who project the right image?</td>
<td>1-2 Weeks</td>
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<td>3</td>
<td>Rhetoric of the Op-Ed Page: What are ethos, pathos, and logos, and how can we use these concepts to persuade others?</td>
<td>1-2 Weeks</td>
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<tr>
<td>4</td>
<td>The Value of Life: Can human lives be valued in dollars and cents? Are some lives worth more than others?</td>
<td>1-2 Weeks</td>
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<tr>
<td>5</td>
<td>Racial Profiling: Are racial and ethnic profiling real? What, if anything, do they accomplish? What should we do?</td>
<td>1-2 Weeks</td>
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<tr>
<td>6</td>
<td>Juvenile Justice: Should children and teens be tried, convicted, and punished as adults?</td>
<td>2-3 Weeks</td>
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<tr>
<td>7</td>
<td>The Last Meow: How far should Americans go to preserve the lives and health of their pets?</td>
<td>1 Week</td>
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<td>8</td>
<td>Into the Wild (Book module): Why would a young man attempt a perilous, solo Alaskan adventure that leads to death? (Nonfiction)</td>
<td>2-3 Weeks</td>
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<td><strong>SEMESTER 2:</strong></td>
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<tr>
<td>9</td>
<td>Bring a Text to Class: How can students learn by helping us read texts that they like?</td>
<td>2-3 Weeks</td>
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<td>10</td>
<td>Language, Gender, and Culture: How do gender and culture affect what we say and how we say it?</td>
<td>2-3 Weeks</td>
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<tr>
<td>11</td>
<td>Left Hand of Darkness (Book Module): What if different types of humans lived on different planets within one galaxy?</td>
<td>2-3 Weeks</td>
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<tr>
<td>12</td>
<td>The Politics of Food: How might our food choices make a political statement? A moral one?</td>
<td>2-3 Weeks</td>
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<tr>
<td>13</td>
<td>Justice: Childhood Love Lessons: How can parents discipline with love and justice? What happens if parents do not?</td>
<td>2-3 Weeks</td>
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<tr>
<td>14</td>
<td>Bullying at School (Research Project): How can students create and present a school Code of Conduct that deals with bullying?</td>
<td>2-3 Weeks</td>
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**ERWC**

**Unit Design Information**

The Expository Reading and Writing Course (ERWC) material consists of a template that organizes and guides 14 course modules. Each module takes between one and three weeks to teach and is composed of a sequence of integrated reading and writing experiences, beginning with pre-reading activities, moving into reading and post-reading activities, and continuing through informal and formal writing assignments. Along the way, students learn to make predictions about their reading, analyze content and rhetorical structures, and properly use materials from the texts they read to support their own written arguments.

The course materials include "teacher" and "student" versions of each module. The teacher versions offer sample responses and numerous options for instructing students in effective reading, writing, and thinking. The student versions are designed as handouts, which teachers can copy (in part or in whole) and give to students to facilitate the various reading, discussion, and writing activities. Pending copyright clearance, the materials will be available online. Course readings appeal to the interests of high school students and are divided into two semesters. The readings and activities vary in style and genre; they also grow in complexity.
Course Outline
The fourteen instructional modules are organized by semester. Most modules include multiple text pieces on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Two modules include full-length works -- a work of nonfiction in semester one and a novel in semester two. 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 cornerstone of the course -- the assignment template -- provides consistent structure and content for each module. The assignment template and one sample module, The Rhetoric of the Op-Ed Page, are appended for more information. The following is a brief outline of each module by semester.

First Semester

Fast Food: Who's to Blame?
Fast Food: Who's to Blame? is based on four newspaper articles and a set of letters to the editor written in response to one set of the articles about the issue of fast food and its role in contributing to childhood obesity. As the first assignment in the Expository Reading and Writing course curriculum, it serves as an introduction to the approach to teaching expository reading and writing utilizing accessible readings and an engaging topic. The assignment culminates with a choice among three writing assignments: a timed essay topic similar to writing prompts used in the California State University's English Placement Test (EPT), in this case a persuasive essay; an essay evaluating the arguments in the letters to the editor; or a text-based argumentative essay suitable for writing out-of-class. Students are expected to write an essay of 750 to 1,500 words.

Readings:

Going for the Look
Going for the Look is based on a single newspaper article about the lawsuit accusing Abercrombie and Fitch of hiring sales associates based on appearance. The article incorporates a variety of brief arguments on both sides of the issue, making it a good assignment for introducing students to rhetorical analysis. It concludes by offering the option of having students write an EPT-type timed essay (persuasive) or an out-of-class text-based essay (argumentative). Students are expected to write an essay of 750 to 1,500 words.

Reading:

The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos
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. The culminating writing assignment is a letter to the editor in response to the Rifkin article. Students are expected to write an essay of 500 words.
The Value of Life
This assignment asks students to synthesize their understanding of Hamlet's "To be, or not to be" soliloquy; an excerpt from Lance Armstrong's It's Not About the Bike; 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 these sources (text-based academic essay). Students are expected to write an essay of 750 to 1,500 words.

Readings:

Racial Profiling
This assignment teaches students how to read and respond to an argumentative essay by Bob Herbert on racial profiling. First, students practice several reading strategies as they deepen their understanding of the Herbert essay; then, students learn how to write their own argumentative essays, on a similar topic. Students are expected to write an essay of 750 to 1,500 words.

Reading:

Juvenile Justice
"Juvenile Justice" is based on four newspaper articles about whether juveniles who commit serious crimes should be tried and sentenced as adults. The articles include an opinion piece, a summary of brain research, a report of juvenile competence to stand trial, and an article about a Supreme Court case. Students must evaluate the rhetorical stances of different authors and synthesize their arguments in a text-based academic essay (argumentative). Students are expected to write an essay of 750 to 1,500 words.

Reading:

The Last Meow
The Last Meow is based on a long, reflective essay about the implications of recent development in veterinary medicine. It is framed by the story of Lady, a cat in need of a kidney transplant, and her human owners. The essay requires that students infer the argument that the writer is making; they then write either a timed essay or an out-of-class essay on the topic of providing medical care for pets. A variety of writing genres is offered for the assignment: timed, persuasive essay; academic summary; letter to the
editor; synthesis essay; text-based academic or argumentative essay; I-Search paper; and research essay. Students are expected to write an essay of 750 to 1,500 words.

Reading:

**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:

**Second Semester**

**Bring a Text to Class**
This assignment sequence 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 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. A sample of music lyrics by a group called the Black Eyed Peas is included as an example of the kinds of texts students may bring. An article on hip-hop music as a tool of resistance in youth cultures around the world is also included as an example of the kind of follow-up text that teachers may use to complement the texts brought in by students. Writing assignments require students to summarize readings and reflect on their own reading practices in an essay of 750 to 1,500 words.

Readings:

**Language, Gender, and Culture**
The Language, Gender, and Culture assignment invites students to explore how language use embodies cultural values and gender-based communication styles. This assignment draws on readings in sociolinguistics and literature. The students conclude the assignment by writing a text-based academic essay. Students are expected to write an essay of 750 to 1,500 words.

Readings:
Left Hand of Darkness
The Left Hand of Darkness is a classic science fiction novel by Ursula K. Le Guin. Embedded in the literary narrative are field reports, folktales, and other genre-bending texts, making it an ideal vehicle for extending the analytical and pedagogical techniques of the assignment template to a full-length literary work. At the conclusion, students write an argumentative essay. Students are expected to write an essay of 1,500 to 2,500 words.

Reading:

The Politics of Food
This assignment is based on two articles on the consumption and production of food. The articles were written over 10 years apart and have similar concerns: the health and well-being of humans. These two authors have different ways of pointing out the same issues, ultimately asking the students to consider the worlds of science, agriculture, and politics. Students conclude the assignment by writing a text-based academic essay on one of several possible questions. Students are expected to write an essay of 750 to 1,500 words.

Readings:

Justice: Childhood Love Lessons
This assignment presents an argumentative essay by bell hooks about methods of childhood punishment and the relationships between discipline and expressions of love. Students are then asked to write a persuasive essay in response. Students are expected to write an essay of 750 to 1,500 words.

Reading:

Bullying at School: Research Project
Bullying at School is a research project for the whole class. Students read thirteen different kinds of writing on bullying (provided), including two primary research articles from refereed journals, and do additional primary and secondary research on their own. They then write a School Code of Conduct on bullying to present to a real audience, their school board. Skills include how to do research, how to evaluate and document sources (both in-text and in a Works Cited page), and how to distinguish between primary and secondary research. Students learn how to incorporate sources into their own writing, how to tailor writing for a specific audience, and how to make an argument using several different kinds of sources to provide appropriate evidence. Students are expected to write an essay of 1,500 to 2,500 words.

Readings:
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.


Optional Readings:

Texts & Supplemental Instructional Materials
Texts were specified in #22 above in the course outline.

Key Assignments
Each of the fourteen instructional modules uses an assignment template to guide students through the following processes: reading rhetorically, connecting reading to writing, and writing. Please see the attached assignment template for more detail on specific assignments for each module. Examples of assignments include
• 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 orally 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

Instructional Methods and/or Strategies
Reading Rhetorically:
• All texts will be introduced by a sequence of research-based prereading and vocabulary strategies.
• All texts will be analyzed using analytical strategies such as annotating, outlining/charting text structure, and questioning.
• All texts will be examined and discussed using relevant critical/analytical elements such as intended audience, possible author bias, and rhetorical effectiveness.
• Students will work individually, in pairs and small groups, and as a whole class on analytical tasks.
• Students will present aspects of their critical reading and thinking orally as well as in writing.

Connecting Reading to Writing:
• Students will write summaries, rhetorical precis, and responses to critical questions.
• Students will compare their summaries/rhetorical precis, outlines, and written responses in small groups in order to discuss the differences between general and specific ideas; main and subordinate points; and subjective versus objective summarizing techniques.
• Students will engage 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.
• Students will complete 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.

Writing:
• Students will write 750- to 1,500-word analytical essays based on prompts that require establishing and developing a thesis/argument in response to the prompt 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 will 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.

Assessment Methods and/or Tools
Assessment activities will be based on the writing prompts and rubrics embedded in the fourteen instructional modules. Scored sample papers are included with each module, and training 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 training and advice will be available through the CSU Expository Reading and Writing teacher Web site. Examples of specific assignment types to be assessed include
• persuasive essays
• letters to the editor
• argument analysis
• descriptive outlines of assigned readings
• reflective essays
• text-based academic essays
• research projects
Timed in-class essays and major writing projects will be used to assess students. The final module, Bullying at School, uses portfolio assessment 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, homework) will be assessed also. In addition, multiple-choice reading and vocabulary quizzes may be used to assess students.
The Expository Reading and Writing Course (ERWC) was originally developed by the California State University as a component of the Early Assessment Program (EAP). The EAP test, given at the end of the eleventh grade as part of the California Standards Test, was designed to predict success on the English Placement Test (EPT) and the Entry-Level Mathematics exam, and various interventions were imagined for students whose scores indicated that they would probably not test into a college-level course. Thus the original impetus for the development of the ERWC was to provide a rigorous yearlong intervention for students who did not meet the cutoff for English.

However, a number of factors converged to move the course beyond its original goals. The CSU EPT Development Committee has observed for many years that scores on the reading skills component of the EPT were dragging down the composite scores. Students were doing more poorly on the reading portions of the test than the writing portions. A similar concern was raised in a survey of higher-education faculty in California conducted by the Intersegmental Committee of the Academic Senates (ICAS), which found that 83 percent of faculty respondents attribute their students' lack of success in a course to a lack of analytical reading skills (18). The ICAS report warns that "When students fail to learn the very different reading strategies necessary for comprehending nonfiction (essays), they may have difficulty with college reading, and, we might argue, may fail to develop lifelong interests in reading" (18-19). The ICAS survey respondents generally agree that "students are best prepared to write personal essays, informal responses, short answer essay questions, and brief summaries of readings" (ICAS 23) and are poorly prepared for the kinds of formal, expository tasks the EPT and most content-area courses require. Furthermore, only 13 percent of faculty respondents believe that student writing of any kind has improved since they first began teaching college freshmen, while 34 percent perceive an overall decline in the writing abilities of entering freshmen (ICAS 23).

The problems noted above do not involve a small group of remedial students. These problems involve large portions of the college-bound population and require fundamental changes in the curriculum if they are to be addressed. Part of the problem is that high school language arts courses have traditionally been oriented toward the teaching of British and American literature, and although the California English-language arts content standards require teaching the rhetorical analysis of nonfiction expository texts, many teachers have not been trained to implement these parts of the standards. Thus, academic tasks such as understanding and evaluating arguments, analyzing rhetorical effects, and drawing conclusions pose particular problems for students taking the EPT. These findings corroborate what many educational researchers have identified as a general weakness in secondary students: an inability to read and write about nonfiction in sustained, sophisticated, and informed ways.

Thus the task force that developed the ERWC began to see its work as performing two different but related functions: (1) better preparing college-bound students to do the academic reading and writing tasks expected by college faculty across the disciplines, not just in English departments; and (2) better preparing high school teachers to meet the English language arts content standards in teaching expository texts and rhetorical analysis. The result is a curricular package that incorporates cutting-edge reading
pedagogy, accessible rhetorical theory, and up-to-date composition practices. These strategies and techniques are applied to both literary and expository texts, so that the result is a balanced and comprehensive twelfth-grade language arts course.