

Murrieta Valley Unified School District
High School Course Outline
April 2011

Department: English

Course Title: Expository Reading and Writing 11

Course Number: 1028

Grade Level: 11

Length of Course: Year

Prerequisite: B or higher in English II and/or Teacher Recommendation

UC/CSU (A-G) Requirement: B

Course Description: This course is awaiting UC/CSU and District approval for English credit. Expository Reading and Writing 11 will prepare students to read and analyze non-fiction works representing the classical and modern modes of rhetorical discourse. Students will develop skills to write effective expository and persuasive compositions, and will also develop the ability to produce an effective research paper. Students will learn to use the Rhetorical Analysis Template, developed by the CSU system, for their analysis of essays and development of compositions. This will help prepare students for college level reading and writing, and for success on the Early Assessment Program portion of the California Standards Test. Also included in the curriculum are full-length works from classical and contemporary American literature, including *The Crucible*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *Fahrenheit 451*.

I. Goals

The student will:

- A. Develop the ability to comprehend and critically analyze challenging texts (*Reading Standards 1.0, 2.0, and 3.0*)
- B. Build reading stamina and ability to interact with information-laden expository prose (*Reading Standard 2.0*)
- C. Recognize structural features of text from a variety of disciplines in order to facilitate comprehension and analysis (*Reading Standard 2.0*)
- D. Improve their ability to write coherent and focused essays (*Writing Standards 1.0 & 2.0, and Written and Oral English Language Conventions Standard 1.0*)

- E. Increase their academic vocabulary (*Reading Standard 1.0*)
- F. Strengthen the ability to organize and develop a cogent argument (*Writing Standard 2.0, and Listening and Speaking Standards 1.0 and 2.0*)
- G. Develop the ability to analyze and evaluate oral and media communications (*Listening and Speaking Standard 1.0*)
- H. Develop effective formal and informal speaking skills, including debate, extemporaneous discourse, and multimedia presentations (*Listening and Speaking Standard 2.0*)

II. Outline of Content for Major Areas of Study

Semester I

- A. College level reading (2 Weeks)
 - 1. Preparing to read
 - 2. Critical reading (annotating, note taking, questioning the text)
 - 3. Basic terms for literary analysis
 - 4. Literary response and analysis: *The Crucible*
- B. Truth and Justice (7 Weeks)
 - 1. Introduction to rhetorical modes
 - 2. Diction and tone
 - 3. Identifying purpose
 - 4. Rhetorical devices
 - 5. Argumentation—ethos, pathos, logos; rhetorical appeals and devices; argumentative structures
 - 6. Reading non-fiction essays for critical response and writing
 - 7. Rhetorical analysis using SOAPSTone
 - 8. Literary response and analysis: *The Crucible (cont'd)*
 - 9. Response to literature (fiction and nonfiction) compositions
 - 10. Independent novel reading
 - 11. SAT Vocabulary Development
 - 12. Grammar—mechanics/punctuation
- C. Coming of Age/Identify Formation (9 Weeks)
 - 1. Humor and satire
 - 2. Analyzing humor and satire in nonfiction essays
 - 3. Producing response to literature (fiction and nonfiction) essays with concrete supporting evidence
 - 4. Literary response and analysis: *The Adventures of Huckleberry Finn*
 - 5. Compare-contrast essay analysis

6. Writing compare-contrast analysis compositions in response to literature (fiction and nonfiction)
7. Introduction to EAP essay writing
8. Independent novel reading
9. SAT Vocabulary Development
10. Grammar—mechanics/punctuation/usage

Semester II

- A. Review of Rhetorical Modes/Methods (1 Weeks)
 1. Review critical reading
 2. Review writing process and timed writing strategies
 3. Reading for critical response and writing
 4. Literary response and analysis: *The Great Gatsby*

- B. The Pursuit of Happiness (7 Weeks)
 1. CSU EAP/EPT Prep Unit: The Last Meow
 2. Reading for critical response and writing
 3. Writing persuasive essays and letters to the editor
 4. Literary response and analysis: *The Great Gatsby* (cont'd)
 5. EAP essay writing
 6. Syntax
 7. Independent novel reading
 8. SAT Vocabulary Prep
 9. Grammar—mechanics/punctuation/usage

- C. Truth and Propaganda (8 Weeks)
 1. CSU EAP/EPT Prep Unit: Politics of Food
 2. Reading for critical response and writing
 3. Writing persuasive essays
 4. Literary response and analysis: *Fahrenheit 451*
 5. CSU EAP/EPT prep unit: Bullying
 6. The research paper process
 7. Evaluating sources for relevance and credibility
 8. Using search engines and online databases to conduct research
 9. Writing the research paper
 10. Delivering multimedia presentations
 11. Literary response and analysis: *Dear America: Letters Home from Vietnam*
 12. SAT Vocabulary Prep
 13. Grammar—test prep

- E. Delivering Effective Multimedia Presentations (2 Weeks)
 1. Research project presentations
 2. End of Course Exam

III. Accountability Determinants

A. Key Assignments

1. Reading rhetorically by applying the CSU EAP Pre-reading, Reading, and Post-Reading Template outlined below for the following essay selections"
 - a. Narrative, including but not limited to:
 - "Death of a Moth," by Annie Dillard
 - "Champion of the World," by Maya Angelou
 - "Indian Education," Sherman Alexie
 - "Fish Cheeks," by Amy Tan
 - "The Lottery," by Shirley Jackson
 - b. Descriptive
 - "Arm Wrestling with My Father," by Brad Manning
 - "Shooting Dad," by Sarah Vowell
 - "Silent Dancing," by Judith Cofer
 - "On the Beach at Bar Harbor," by Tim Payne
 - "Once More to the Lake," by E.B. White
 - c. Process Analysis
 - "How You Became You," by Bill Bryson
 - "Orientation," by Daniel Orozco
 - d. Cause-Effect
 - "Drugs," by Gore Vidal
 - "A Web of Brands," by Naomi Klein
 - "Live Free and Starve," by Chitra Divakaruni
 - e. Division and Analysis
 - "Our Barbies, Ourselves," by Emily Prager
 - "The Capricious Camera," by Laila Ayad
 - f. Compare-contrast
 - "Grant and Lee: A Study in Contrasts," Bruce Catton
 - "Everyday Use," by Alice Walker
 - g. Satire
 - "Neat People vs. Sloppy People," by Suzanne Britt
 - "Batting Clean-Up and Striking Out," by Dave Barry"
 - "Remembering My Childhood on the Continent of Africa," by David Sedaris
 - "A Modest Proposal," by Jonathan Swift
 - h. Argument/Persuasion
 - "I Have a Dream," by Martin Luther King
 - "Speech to the Second Virginia Convention," by Patrick Henry
 - "Self-Reliance," by Ralph Waldo Emerson
 - "from Civil Disobedience," by Henry David Thoreau
 - "Close Encounters with US Immigration," by Adnan Khan

- "Everything Isn't Racial Profiling," by Linda Chavez
- "The FBI Is Reading over Your Shoulder," by Zara Gelsey
- "How the USA Patriot Act Defends Democracy," by Viet D. Dinh

i. The essay selections outlined above will be analyzed and evaluated using the CSU EAP Pre-reading, Reading, and Post-Reading Template outlined below:

- Pre-reading:
 1. Getting Ready to Read
 2. Surveying the Text
 - e. Making Predictions and Asking Questions
 4. Introducing Key Vocabulary
- Reading
 1. First Reading
 2. Looking Closely at Language
 3. Rereading the Text
 4. Analyzing Stylistic Choices
 5. Considering the Structure of the Text
- Re-reading
 1. Summarizing and Responding
 2. Thinking Critically
- Connecting Reading to Writing
 1. Writing to learn
 2. Using the words of others

2. Compare-contrast analysis of paired reading selections using Venn-Diagram graphic organizers:

- "Neat People vs. Sloppy People" and "Batting Clean-Up and Striking Out"
- "Why I Stopped Being a Vegetarian" and "A Vegetarian Philosophy"
- "What's Wrong with Gay Marriage" and "Gay Marriage: Societal Suicide"
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3. SOAPStone/Rhetorical Strategy analysis as outlined below of the following argumentative/persuasive essays:

- "Letter from a Birmingham Jail," by Martin Luther King
- "The Gettysburg Address," by Abraham Lincoln
- "Why Don't We Complain," by William F. Buckley
- "Too Much Pressure," by Colleen Wenke

SOAPSTone/Rhetorical Strategy Analysis Assignment includes these steps:

- S**peaker: Identify and briefly describe the speaker
- O**ccasion: Explain the circumstances/motivation for the essay or speech
- A**udience: Identify the intended audience
- P**urpose: Analyze the writer’s purpose using an *in order to* statement
- S**ubject: Explain the subject of the essay or speech
- T**one: Identify the writer’s tone and give at least one example that supports it

*Each of the above should be written in one precise sentence including citations where necessary—see Rhetorical Precise directions for examples

Example: Dillard uses a pleading, didactic tone evident in such statements as “I tried to tell them what the choice must mean” (210).

Rhetorical Strategies: List 2 examples of rhetorical strategies you find in the essay or speech along with the phrase or sentence in which it occurs. Cite the example.

Example:

Metaphor: “...with our feet anchored to the floor” (242).

4. Selected units from CSU EAP Expository Reading and Writing Course:
 - a. 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 750-1,500 words.

Reading:

Bilger, Berkhard. "The Last Meow." *New Yorker* 8 Sept. 2003

b. The Politics of Food

This assignment is based on two articles on the consumption and production of food. The articles were written over ten 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 750-1,500 words.

Readings:

Berry, Wendell. "The Pleasures of Eating." *What are People For?* New York: North Point/Farrar, Straus and Giroux, 1990.

Pollan, Michael. "When a Crop Becomes King." *New York Times* 19 July 2002.

c. 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 1,500-2,500 words.

Readings:

Banks, Ron. "Bullying in Schools." *Educational Resources Information Center (ERIC) Digest*. April, 1997.

Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. Infotrac 15 August 2003.

<<http://www.ericdigests.org/1997-4/bullying.htm>>

Brown, Mark. "Life After Bullying." National PTA. 20 Feb. 2005. <<http://www.pta.org/bullying/#>>

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

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*. AScribe Health News Service 2 Sept, 2003. Infotrac July 08, 2004.

<<http://news.ucanr.org/newsstorymain.cfm?story=502>>

"Keep a Lid on Bullying with a Complaint Box."

Curriculum Review. Dec. 2003, 11. PaperClip Communications. Infotrac 15 Aug 2004.

<<http://0search.epnet.com/library.csuhayward.edu:80/login.aspx?direct=true&db=aph&an=11735009>>

Kowalski, Kathiann. "How to Handle a Bully." *Current Health*. 2. Feb. 1999. Google 15 Aug. 2004.

<<http://bgeagles.tripod.com/webquest/handle.htm>>

Kuther, Tara L. "Understanding Bullying." National PTA. 20 Feb. 2005. <<http://www.pta.org/bullying/#>>

Lemonick, Michael D. "The Bully Blight." *Time* 18 April, 2005, 144-145.

Migliore, Eleanor T. "Eliminate Bullying in your Classroom." *Intervention in School & Clinic*. Jan 2003, 172-177. Online Academic Search Premier 14 Feb 2005.

Nansel, Tonja R., Mary Overpeck, Ramani S. Pilla, W. June Ruan, Bruce Simons-Morton, and Peter Scheidt. "Bullying Behaviors Among US Youth: Prevalence and Association With Psychosocial Adjustment." *Journal of the American Medical Association (JAMA)* 25 April 2001, 2094-2100.

Newquist, Colleen. "Bully-Proof Your School." *Education World*. 8 Sept. 2004. Google 21 Jan. 2005.

<http://www.education-world.com/a_admin/admin018.shtml>

Olweus, Dan. "A Profile of Bullying at School." *Educational Leadership*. Mar 2003. Online Academic Search Premier 14 Feb 2005.

Smith, Peter K., Kirsten C. Madsen, and Janet C. Moody.
 “What Causes the Age Decline in Reports of Being Bullied at School? Towards a Developmental Analysis of Risks of Being Bullied.” *American Educational Research Journal* Winter 1999, 267-285.

5. Text annotation, discussion, and critical writing for the following major works:

The Crucible
The Adventures of Huckleberry Finn
The Great Gatsby
Fahrenheit 451
Dear America: Letters Home from Vietnam

6. Text annotation, literary circle discussion, thematic comparison, and written analysis of the following independent reading choices:

For the fall semester, the following books are available for reading:

Book One Choices (Compare Thematically w/The Crucible)	Book Two Choices (Compare Thematically w/Huck Finn)
<i>A Raisin in the Sun</i> (Hansbury) and <i>The Ox-Bow Incident</i> (Clark) <i>Native Son</i> (Wright) <i>One Flew over the Cuckoo’s Nest</i> (Kesey) <i>Snow Falling on Cedars</i> (Guttererson) <i>The Milagro Beanfield War</i> (Nicholas) <i>The Handmaid’s Tale</i> (Atwood)	<i>Catcher in the Rye</i> (Salinger) <i>Ordinary People</i> (Guest) <i>Bless Me, Ultima</i> (Anaya) <i>The Joy Luck Club</i> (Tan) <i>The Chocolate War</i> (Cormier) <i>A Separate Peace</i> (Knowles)

For the spring semester, the following books are available for reading:

Book One Choices (Compare Thematically w/Gatsby)	Book Two Choices (Compare Thematically w/Dear America)
<i>The Glass Menagerie</i> (Williams) <i>Death of a Salesman</i> (Miller) <i>The Good Earth</i> (Buck) <i>Shoeless Joe</i> (Kinsella) <i>The Color Purple</i> (Walker) <i>The Bell Jar</i> (Plath) <i>Their Eyes Were Watching God</i> (Hurstson) <i>The Grapes of Wrath, Chs1-19</i> (Steinbeck)	<i>Slaughterhouse-5</i> (Vonnegut) <i>Catch 22</i> (Heller) <i>Rumor of War</i> (Caputo) <i>Fields of Fire</i> (Webb) <i>In Country</i> (Mason) <i>The Grapes of Wrath, Chs20-end</i> (Steinbeck)

7. Socratic seminar and informal debate on selected essays and novels listed above.

8. Timed-writing assessments based on essays and college entrance exam-style writing prompts. Example:

EAP Practice Prompt 1

11th Grade English

Directions: You will have 45 minutes to plan and write an essay on the topic assigned below. Before you begin writing, read the passage carefully and plan what you will say. Your essay should be as well organized and as carefully written as you can make it.

"For many Americans, the concept of success is a source of confusion. As a people, we Americans greatly prize success. We are taught to celebrate and admire the one who gets the highest grades, the one voted most attractive or most likely to succeed. But while we often rejoice in the success of people far removed from ourselves--people who work in another profession, live in another community, or are endowed with a talent that we do not especially want for ourselves--we tend to regard the success of people close at hand, within our own small group, as a threat."

Explain Mead's argument and discuss the extent to which you agree or disagree with her analysis. Support your position, providing reasons and examples from your own experience, observations, or reading.

9. Process papers using non-fiction selections analyzed above as models:
 - a. Narrative essay--Autobiographical Incident
 - b. Process analysis--Advice for Freshman on How to Succeed
 - c. Compare-contrast--Technology Analysis
 - d. Expository--"This I Believe" essay
 - e. Persuasive essay--Letter to school board, school administration, or city council on local issue and "Last Meow" essay
 - f. Academic Essay--"The Politics of Food"
 - f. Research paper--"Bullying at School"
10. Debate project--partner research project on local, state, or national controversial issue in preparation for debate
11. Humor/satire project--choose a human weakness, vice, or folly to satirize either through an essay, skit, or video using satirical essays analyzed above as models

B. Assessment Methods

1. Timed-essays and process papers assessed with rubrics
2. Portfolio assessment

3. Formal and informal presentations
4. Tests and quizzes
5. Class participation and preparation
6. Daily work assessments
7. Grade Weighting
 - a. Composition = 40%
 - b. Course Work/Tests = 30%
 - c. Literary Investigation = 30%

IV. Instructional Materials and Methodologies

- A. Required Text(s)
 1. Muller, Gilbert. *The Bedford Reader*. Boston: Bedford/St. Martin's, 20036
 2. *Glencoe Literature, American Literature*. New York: Glencoe/McGraw-Hill, 2002.
 3. *The Crucible*
 4. *The Adventures of Huckleberry Finn*
 5. *The Great Gatsby*
 6. *Fahrenheit 451*
 7. *Dear America: Letters Home from Vietnam*

- B. Supplementary Materials
 1. *The Essay Connection*
 2. *Catcher in the Rye*
 3. *The Scarlet Letter*
 4. *Their Eyes Were Watching Go*
 5. *The Joy Luck Club*
 6. *A Raisin in the Sun*
 7. *Bless Me, Ultima*
 8. *Slaughterhouse-5*
 9. *A Farewell to Arms*
 10. *Shoeless Joe*
 11. Other independent reading selections as indicated above
 12. Online sources for essays and other related multimedia

- C. Instructional Methodologies
 1. Lecture
 2. Classroom discussion
 3. Writing process steps: prewriting, drafting, composing, revising, editing
 4. Reading process steps: pre-reading, during reading, post-reading
 5. Text annotation
 6. Small group instruction
 7. Project-based instruction

8. Socratic seminar