

**Murrieta Valley Unified School District  
HIGH SCHOOL COURSE OUTLINE**

**Board Approval: September 2012  
Revision: August 2017**

<b>Course Title:</b>	CSU Expository Reading and Writing 12
<b>Department:</b>	English
<b>Course Number:</b>	1033
<b>Grade Level:</b>	12
<b>Length of Course:</b>	Year
<b>Prerequisite:</b>	Successful completion of English III, Expository Reading and Writing 11 or AP Language and Composition
<b>UC/CSU (A-G) Req:</b>	(B) English
<b>Brief Course Description:</b>	<p>The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of a minimum of eight instructional modules (four per semester), students will develop proficiency in expository, analytical and argumentative reading and writing. The cornerstone of the course will present a process to help 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. Course texts include contemporary essays, full-length works, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents and other nonfiction texts.</p>

## **I. GOALS**

The students will:

- A. Analyze, interpret and apply the rhetorical strategies of a variety of expository and literary texts
- B. Create and support written arguments based on readings, research and personal experience
- C. Increase repertoire of cognitive and metacognitive strategies for approaching various academic reading and writing tasks
- D. Demonstrate independent academic literacy practices including the ability to use reading and writing processes recursively and reflectively
- E. Demonstrate a conceptual and disciplinary focus for a wide variety of issues and problems that converge in written discourse
- F. Analyze the features and rhetorical devices of different types of texts and the way in which authors use those features and devices
- G. Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of main ideas, syntax and word choice in the text
- H. Analyze an author's implicit and explicit political and/or philosophical assumptions and beliefs about a subject or topic
- I. Identify and assess the impact of ambiguities and complexities within the text
- J. Demonstrate an understanding of elements of discourse (e.g., purpose, speaker, audience, form) when completing reading and writing assignments
- K. Make warranted and reasonable assertions about the author's arguments and themes by using elements of the text to defend and clarify interpretations
- L. Critique the validity of arguments in texts; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., logos, pathos, and ethos)
- M. Develop academic/analytical essays that are focused on a central idea, developed with information learned from assigned texts, well-organized in an appropriate and effective pattern that structures ideas in a sustained and persuasive way and free from grammatical and mechanical errors
- N. Revise essays, realign focus, point of view, organization, logic, structure and improve sentence and paragraph variety and style while enhancing sophistication of meaning and tone in ways that are consistent with purpose, audience and genre

## II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

### **Semester 1**

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

This module is designed to be used in the first semester of the 12th grade. The module focuses on supporting students as they confront choices they have to make about life after high school.

#### **B. The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos**

This module introduces the Aristotelian concepts of ethos, logos and pathos so students understand and use the concepts in their writing and rhetorical analysis.

#### **C. Racial Profiling:**

This module has been designed to provoke students to take a stand on the controversial topic of racial profiling. The issues surrounding this topic are complex and entangled in related subjects to the extent that a change in one area might dramatically affect other claims in an argument.

#### **D. The Value of Life**

This module provides students with extended practice analyzing and synthesizing a diverse set of texts on a shared question: How should human life be valued.

#### **E. Good Food Bad Food**

The module was designed to evaluate three proposals that argue for different approaches to the obesity epidemic. Students analyze the proposals and consider how they were constructed to convince their audience.

#### **F. Into the Wild**

This module is required and examines 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.

### **Semester 2**

#### **G. Bring a Text to Class**

This module focuses on helping students understand what they already know about reading and literacy, but may not be aware they know. Drawing on their own curiosity and expertise, students bring out-of-school texts that are meaningful to them into the classroom for exploration, appreciation and study. Bringing texts from their personal lives into the classroom helps students make conscious connections between in-school and out-of-school literacies and encourages them to see how having a literate identity actually bridges in-school and out-of-school worlds.

#### **H. Juvenile Justice**

The module was designed to explore the legal issue of sentencing juveniles to life in prison for serious crimes 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.

**I. Language, Gender, Culture**

The Language, Gender, and Culture module invites students to explore how language use embodies cultural values and gender-based communication styles. This module draws on readings in sociolinguistics and literature.

**J. 1984**

This module or Brave New World are required. The module explores George Orwell's dark, complex, and controversial novel 1984, which integrates a literary narrative with fictional expository texts. 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 to thought, and even the nature of reality and perception.

**K. Brave New World**

This module or 1984 are required. The module explores Aldous Huxley's dystopian science fiction novel Brave New World. Students will consider the argument that while our society seems to have avoided an ominous authoritarian state, we are actually more in danger of succumbing to self-serving pleasures.

**L. Bullying: A Research Project**

This module is designed to guide students through the process of researching the topic of bullying in schools. Students read a variety of articles that define bullying and cite research into the causes and prevention of bullying in school settings.

**III. ACCOUNTABILITY DETERMINANTS**

**A. Key Assignments**

1. A Research Project. The project will include research on a controversial topic. Students will complete a research paper and/or create multi-media presentation to share their research findings.
2. Language, Gender and Culture. This module will culminate in a text-based speech, letter or public service announcement.
3. On-Demand Essay (Juvenile Justice). Students will write an on-demand essay in response to a specific topic including their own arguments on one or the other side.
4. Rhetoric of the Op-Ed Page will culminate with a letter to the editor of 500 words in response to the Rifkin article.

**B. Essential Skills**

1. Rhetorical reading activities, critical thinking questions, integration of reading and writing, and substantial writing assignments are essential features of the ERWC and should not be omitted.

C. Assessment Methods

1. Skill mastery and quality of work
2. Assessment activities will be based on the writing prompts and rubrics embedded in the instructional modules.
3. Essays
4. Letters to the editor
5. Argument analysis
6. Descriptive outlines of assigned readings
7. Quickwrites
8. Research projects
9. Timed in-class essays

**IV. INSTRUCTIONAL MATERIALS AND METHODOLOGIES**

A. Required Textbook(s):

1. Expository Reading and Writing Course: Student Reader, Second Edition  
Published June 2013 ISBN 978-0-9818314-6-6
2. Huxley, Aldous. *Brave New World*. 1932. New York: HarperCollins, 1998.  
Print.
3. Orwell, George. 1984. 1949. Centennial ed. New York: Harcourt Brace, 2003.  
Print.
4. Krakauer, Jon. *Into the Wild*. New York: Doubleday, 1996.

B. Supplemental Materials

1. Contemporary essays
2. Articles
3. Editorials
4. Reports
5. Biographies
6. Memos
7. Public Documents

C. Instructional Methodologies

1. Direct Instruction
2. Small group instruction
3. Guided Inquiry
4. Discourse
5. Project-based instruction
6. Pre-reading, during reading, and post-reading strategies
7. Annotation
8. Writing process steps