

Murrieta Valley Unified School District
High School Course Outline
March 2018

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: The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes six full-length modules drawn from five categories: 1) American foundational documents; 2) American drama; 3) full-length books; 4) research; and 5) contemporary issues (two modules). In addition, the course includes five concept mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, research reports, creative writing and performances, and multimedia presentations, from initial draft to final revision and editing.

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. The Modules

- A. Full Length Modules
 - a. American Foundational Documents
 - i. Speech in America: Rhetoric of Foundational Public Speeches
 - b. American Drama
 - i. The Crucible
 - c. Full-Length Books
 - i. The Distance Between Us
 - d. Research
 - i. Daily Challenges: Mental Illness in Our Lives
 - e. Contemporary Issues
 - i. Chance Me: Recognizing Merit
 - ii. Racin' America
- B. Mini-Modules
 - a. Introducing ERWC 11: Portfolios and Metacognition
 - b. Introducing Ethos, Pathos, and Logos
 - c. Introducing the Rhetorical Situation
 - d. The Classical Pattern of Persuasion
 - e. Final Reflection on Learning: The ERWC Portfolio
- C. Alternative Modules
 - a. American Foundational Documents
 - i. The Big Breakup: Declaration of Independence
 - ii. March: Book Three and The Civil Rights Movement – Then and Now
 - b. Full-Length Books
 - i. The Boy Who Harnessed the Wind
 - ii. The Great Gatsby

- iii. The Things They Carried and the Power of a Story
 - c. Research
 - i. Service and Sacrifice
 - d. Contemporary Issues
 - i. Changing Minds: Thinking About Immigration
 - ii. Civil Disobedience
 - iii. The Danger (and Power) of a Single Story
 - iv. Generation to Generation: Learning from Each Other
 - v. Human Impact on Climate
 - vi. Poetry for the People
 - vii. Rhetoric of the Op-Ed Page: Ethos, Pathos, and Logos
 - viii. Segregation. Integration, Justice: Brown v. Board of Education
 - ix. Teenage Sleepers: Arguing for the Right to Sleep In
 - e. Mini-Modules
 - i. Student Reader
 - ii. Introducing Genre as Rhetoric
 - iii. Introducing Transfer of Learning
 - iv. Introducing Inquiry Questions
 - v. Introducing Kairos
 - vi. Introducing Exigence
 - vii. Becoming Assessment Savvy

III. Instructional Methods

- A. Lecture
- B. Classroom discussion
- C. Writing process steps: prewriting, drafting, composing, revising, editing
- D. Reading process steps: pre-reading, during reading, post-reading
- E. Text annotation
- F. Small group instruction
- G. Project-based instruction
- H. Socratic seminar

IV. Assessment Methods

- A. Timed-essays and process papers assessed with rubrics
- B. Portfolio assessment
- C. Formal and informal presentations
- D. Tests and quizzes
- E. Class participation and preparation
- F. Daily work assessments

V. Instructional Materials

- A. Required Text(s)
 - a. *The Bedford Reader*
 - b. *The Crucible*
- B. Supplementary Materials

- a. *The Distance Between Us*
- b. *The Boy Who Harnessed the Wind*
- c. *The Things They Carried*
- d. *Two Old Women: An Alaska Legend of Betrayal, Courage and Survival*
- e. *Claudette Colvin: Twice Toward Justice*
- f. Student-selected novels and texts for outside reading
- g. Online sources for essays and other related multimedia