

Murrieta Valley Unified School District
High School Course Outline
March 2022

Department: English

Course Title: CSU Expository Reading and Writing 12

Course Number: 1033

Grade Level: 12

Length of Course: Year

Prerequisite: Successful completion of English III, EXPO 11 or AP Language and Composition

UC/CSU (A-G) Requirement: B

Course Description: The grade 12 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 40 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 five to six full-length modules drawn from three categories: 1) Shakespeare drama; 2) full-length books; and 3) contemporary issues (three to four modules). In addition, the course includes two short portfolio modules and at least three 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, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing.

I. Goals

The student 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. The Modules

- A. Full Length Modules
 - a. Shakespeare – 1 from:
 - *The Tragedy of Hamlet, Prince of Denmark*
 - *The Tragedy of Othello, the Moor of Venice.*
 - b. Full-Length Books – 1 from:
 - *Big Brother and the Authoritarian Surveillance State: George Orwell's 1984*
 - *Brave New World*

- *Cambodia Remembers*, featuring three memoirs read in literature circles: *Never Fall Down*; *First They Killed My Father: A Daughter of Cambodia Remembers*; *Stay Alive, My Son*
 - *The Curious Incident of the Dog in the Night-Time*
 - *Into the Wild*
 - *Working Class Hero*
- c. Contemporary Issues – 3 to 4 from:
- “Bored and Brilliant”
 - “Brace for Impact”
 - “Community Activism”
 - “The Daily Me”
 - “Fake News and Bias in Reporting”
 - “Fiction Is Truth Too”
 - “From Hip-Hop to Mashup: Remix Culture and Copyright Law”
 - “Island Civilization”
 - “Juvenile Justice”
 - “Language, Gender, and Culture”
 - “Narrative Medicine”
 - “The New Space Race”
 - “On Leaving | On Staying Behind”
 - “Politics of Food”
 - “Ready to Launch”
 - “The Value of Life”
 - “Waste More, Want More”
 - “What’s Next? Thinking About Life After High School”
 - “Who Is Diversity For?”

B. Mini-Modules

At least 3 from:

- “Introducing the Rhetorical Situation”
- “Introducing Ethos, Pathos, and Logos”
- “Introducing Genre as Rhetoric”
- “Introducing Transfer of Learning”
- “Introducing Kairos”
- “Introducing Inquiry Questions”
- “Reviewing the Rhetorical Situation”
- “Introducing Stasis Theory: Finding Common Ground and Asking Questions”
- “Introducing the Toulmin Model of Argumentation”
- “Introducing Exigence”
- “Analyzing Audience: Pathos as Inquiry”
- “Becoming Assessment Savvy”
- “The Classical Pattern of Persuasion”

C. Portfolio Modules

- a. Introducing ERWC 12: Reflecting on Learning and Using Portfolios
- b. Final Reflection on Learning: The ERWC Portfolio

III. Instructional Methods

- A. Direct Instruction
- B. Small group instruction
- C. Guided Inquiry
- D. Discourse
- E. Project-based instruction
- F. Pre-reading, during reading, and post-reading strategies
- G. Annotation
- H. Writing process steps

IV. Assessment Methods

- A. Skill mastery and quality of work
- B. Assessment activities will be based on the writing prompts and rubrics embedded in the instructional modules.
- C. Essays
- D. Letters to the editor
- E. Argument analysis
- F. Descriptive outlines of assigned readings
- G. Quickwrites
- H. Research projects
- I. Timed in-class essays

V. Instructional Materials

- A. Required Text(s)
 - a. *Big Brother and the Authoritarian Surveillance State*: George Orwell's 1984
 - b. *Brave New World*
 - c. *Cambodia Remembers*, featuring three memoirs read in literature circles: *Never Fall Down*; *First They Killed My Father: A Daughter of Cambodia Remembers*; *Stay Alive, My Son*
 - d. *The Curious Incident of the Dog in the Night-Time*
 - e. *Into the Wild*
 - f. *Working Class Hero*
- B. Supplementary Materials
 - a. Contemporary essays
 - b. Articles
 - c. Editorials
 - d. Reports
 - e. Biographies
 - f. Memos
 - g. Public Documents