

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
Expository Reading and Writing Course (ERWC)

Course Number	5040
Department	English
Prerequisite	English 11 CP
Length of Course	Two (2) semesters/One (1) year
Grade Level	12
Credit	5 units per semester/10 total units – English
Repeatable	No
UC/CSU	Meets the “b” English requirement
Board Approved	May 10, 2012

Description of Course – The Expository Reading and Writing Course (ERWC) is a California State University (CSU) designed full year college preparatory English course for high school seniors. The ERWC aligns with the California English Language Arts Content Standards, and addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares student to meet the expectations to fulfill “conditionally ready” status on the CSU’s Early Assessment Program. Course assignments are based mainly on non-fiction texts, emphasize in depth study of expository, analytical, and argumentative reading and writing.

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 rigorous instructional modules, students in this yearlong, rhetoric based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction 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. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts.

Rationale for Course – The modules provide a recursive approach to the teaching of reading and writing that aims to support the students’ developing abilities to negotiate a variety of complex texts—texts that are representative of those they are likely to encounter in college and in the diverse communities where they live and work. The sequence of modules, which focuses on a wide variety of expository, non-fiction, and literary texts, aims to create connections between what the students already know and the new rhetorical skills and knowledge they are striving to develop in order to be successful in college and beyond. Students will understand and use the terminology of logic and argumentation, including ethos, pathos, logos, claim and warrant, thesis and support, inductive and deductive reasoning, and will be able to articulate logic and logical fallacies. Students in ERWC will demonstrate proficiency in mastering these standards.

Reading

Standard 1 – Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and to use those words accurately.

Vocabulary and Concept Development

- 1.1 Objective: Trace the etymology of significant terms used in political science and history.
 - 1.1.1 Performance Indicator: Given key words and phrases from a text, students will create semantic map to categorize, group, and organize the words and phrases based on the historical context of the text.
 - 1.1.2 Performance Indicator: Students will maintain a log of key words by creating word trees, with word roots at the base, and building the word bank incorporating etymology of the words.
- 1.2 Objective: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meanings of terms, including mathematical and scientific terminology.
 - 1.2.1 Performance Indicator: Given a list of words, students will link prior knowledge about word parts to make predictions about the word’s meanings, describe its attributes, compare and contrast it to other related meanings, provide examples for it, and explain why the example is appropriate.
- 1.3 Objective: Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences (e.g., synonyms/antonyms, connotation/denotation, homonyms, and other confusing word pairs).

- 1.3.1 Performance Indicator: Given a list of words, students will create a synonym/antonym chart with examples for each word. Students will identify synonyms for the new word given, increasing their list of words that are similar but also enhancing their own understanding of the word in relation to other words that share the meaning. To further their understanding of the word, students will also look at antonyms. To conclude, students will provide examples of the word in sentences or give the context.
- 1.3.2 Performance Indicator: Given related pairs of words in a text, students will predict word meanings based on their denotations and connotations.

Standard 2 – Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments, and positions advanced.

- 2.1 Objective: Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the ways in which authors use those features and devices.
 - 2.1.1 Performance Indicator: Given a text, students will survey the text and make predictions about the text on the basis of the textual features. Students will also identify textual features that are relevant to that particular genre and rhetorical situation based on their predictions.
 - 2.1.2 Performance Indicator: Given two samples of expository writing on the same topic, students will compare and contrast the rhetorical features of both selection and determine the effectiveness of each author’s purpose.
 - 2.1.3 Performance Indicator: Given a text, students will closely examine the text and determine if the structure of the text enhances the purpose of the author’s argument.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Objective: Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in text.
 - 2.2.1 Performance Indicator: Given a text, students will use descriptive outlining to map the organizational pattern of the text and discuss the major parts of the text and their purposes.
 - 2.2.2 Performance Indicator: Given two texts of similar content, but dissimilar syntax and diction, students will identify and analyze the differences and connect their findings to understanding the texts’ meanings.

- 2.2.3 Performance Indicator: Given a text, students will create marginal notations that follow the author's introduction, main arguments, examples, and the conclusion. Students will then analyze the way in which clarity of the text is affected by the hierarchical structure of the text.
- 2.3 Objective: Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
 - 2.3.1 Performance Indicator: Given a text, students will summarize the main ideas, questions or objections, and connections between the ideas.
 - 2.3.2 Performance Indicator: Given a text, students will make specific predictions about the text, and then survey the text for verification.
- 2.4 Objective: Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
 - 2.4.1 Performance Indicator: Given a text, students will extract appropriate examples to support their assertions regarding significant elements of the text.
 - 2.4.2 Performance Indicator: Given a text, students will investigate traditional rhetorical appeals as they progress from literal to an analytical understanding of the text.
 - 2.4.3 Performance Indicator: Given a text, students will chart the author's choice of words, details, and events to analyze the author's intent and purpose for describing it that way.
- 2.5 Objective: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
 - 2.5.1 Performance Indicator: Given a text, students will critique the author's philosophical assumptions about the subject based on the claims and the counter-arguments presented in the text.
 - 2.5.2 Performance Indicator: Given a text, students will discuss the author's implicit and explicit beliefs about the subject through critical evaluation of the author's background, knowledge, style, and audience.

Expository Critique

- 2.6 Objective: Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos and emotions).
- 2.6.1 Performance Indicator: Given a text, students will evaluate the validity of the arguments presented and determine whether the author remains objective or biased in representing the arguments. Students will also evaluate the author's appeal to logos, pathos, and ethos to determine the effectiveness of his/her arguments.
- 2.6.2 Performance Indicator: Given a text, students will analyze the logic and support of the arguments, the character and intentions of the author, and the emotional effects on the reader of the language used and the details provided through a critical reading of the text.

Literary Response and Analysis

- 3.3 Objective: Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- 3.3.1 Performance Indicator: Given a text students will be able to draw inferences and conclusions in regards to the author's intent based on author's style (irony, tone, and mood).
- 3.3.2 Performance Indicator: Students will be able to compare two different texts with different tone and they will be able to analyze and distinguish the differences between the two texts.

Writing

Standard 1 – Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and the use of the stages of the writing process, as needed.

- 1.1 Objective: Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.1.1 Performance Indicator: Given a written assignment, students will adjust their tone, vocabulary, and methods to appeal to a variety of readers and shift their writing from writer-based to reader-based prose.

- 1.1.2 Performance Indicator: Given a topic, students will write an essay, utilizing the appropriate essay form.
- 1.1.3 Performance Indicator: Given a written assignment, students will incorporate evidences in the form of examples, illustrations, statistics, etc. and analyze the meaning of the evidences in the body paragraphs that support the focused thesis.
- 1.2 Objective: Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
 - 1.2.1 Performance Indicator: Given a topic, students will write a paper utilizing a point of view appropriate to that topic.
 - 1.2.2 Performance Indicator: Given a topic, students will utilize specific devices in order to persuade or inspire the reader.
- 1.3 Objective: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
 - 1.3.1 Performance Indicator: Given a topic, students will write a position paper which presents an argument and uses implicit and explicit examples.
 - 1.3.2 Performance Indicator: Given a completed draft, students will revise their work, focusing on the unity and coherence of their argument.
- 1.4 Objective: Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
 - 1.4.1 Performance Indicator: Given a topic, students will write a paper that incorporates a sustained pattern of two or more stylistic devices and breaks the pattern for a rhetorical purpose.
 - 1.4.2 Performance Indicator: Given a completed paper, students will compare their use of parallelism and repetition to that of a published author and make appropriate changes to their own text.
- 1.5 Objective: Use language in natural, fresh, and vivid ways to establish a specific tone.
 - 1.5.1 Performance Indicator: Given examples of sentence patterns from authors, students will refine and enhance those patterns in their writing.
 - 1.5.2 Performance Indicator: Given a peer text, students will recognize and eliminate clichés and jargon.

Research and Technology

- 1.6 Objective: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, historiographies, interviews, experiments, electronic sources).
 - 1.6.1 Performance Indicator: Given a text, students will record language patterns, noting the possible purposes for those patterns, and report their findings to the class or in writing.
 - 1.6.2 Performance Indicator: Given access to Internet sources, students will collect materials relevant to a subject and write a meta-cognitive paper on their research process.
- 1.7 Objective: Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
 - 1.7.1 Performance Indicator: Given a research topic, students will log information on note cards to prepare for a report/presentation.
 - 1.7.2 Performance Indicator: Given a research topic, students will create an outline that organizes their research material.
 - 1.7.3 Performance Indicator: Given a research topic, students will create an annotated Works Cited page.

Revising and Evaluating Strategies

- 1.8 Objective: Revise writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.
 - 1.8.1 Performance Indicator: Given a completed draft and rubric, students will engage in peer revision.
 - 1.8.2 Performance Indicator: Given a completed draft, students will confer with teachers for purposes of revision.

Written and Oral English Language Conventions

Standard 1 – Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.

- 1.1 Objective: Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

- 1.1.1 Performance Indicator: Given a topic, students will write a response that demonstrates control of grammar, paragraph and sentence structure, diction, and usage.
- 1.1.2 Performance Indicator: Given a topic, students will deliver a brief, formal speech, which demonstrates control of grammar, diction, and usage.
- 1.2 Objective: Produce legible work that shows accurate spelling and correct punctuation and capitalization.
 - 1.2.1 Performance Indicator: Given a topic, students will produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.
- 1.3 Objective: Reflect appropriate manuscript requirements in writing.
 - 1.3.1 Performance Indicator: Given a topic, students will produce legible work that reflects appropriate manuscript requirements (e.g., Modern Language Association).