

# High School Course Description for **Expository Reading and Writing**

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**Course Title:** Expository Reading and Writing Course

**Curricular Area:** English

**Course Number:** Eng405 and Eng406

**Length:** One year

**Grade Level:** 12

**Prerequisites:** Passed English I, II, & III  
Passed English CAHSEE

**Meets a UC a-g Requirement:** YES (b)

**Meets NCAA Requirement:** Yes--level 2 course.

**Meets High School Graduation Requirement for:**

No elective credit will be given for this class.

## Course Description

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 fourteen rigorous instructional modules, students in this year long, 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. The course materials also include modules on two full-length works (one novel and one work of non-fiction). Written assessments and holistic scoring guides conclude each unit. The modules have been aligned to the Common Core standards.

## Alignment

This course is aligned to the English Common Core Standards for English 4 (senior English). All the standards for English 4 are covered in this UC (B category) class.

## Instructional Materials

*Expository Reading and Writing Course Student Reader*  
*Into the Wild* by Jon Krakauer  
*Brave New World* by Adlous Huxley  
And other readings as specified in course content.

## Course Goals and/or Major Student Outcomes

- To enable students to analyze, interpret, and apply the rhetorical strategies of a variety of expository and literary texts
- To foster students’ ability to create and support written arguments based on readings, research, and personal experience
- To increase students’ repertoire of cognitive and meta-cognitive strategies for approaching various academic reading and writing tasks
- To promote independent academic literacy practices in college-bound students, including the ability to use reading and writing processes recursively and reflectively
- To provide a conceptual and disciplinary focus for a wide variety of issues and problems that converge in written discourse
- To prepare students to meet the standards of the CSU English Placement Test and the California English-language arts content standards

## Course Objectives

# High School Course Description for **Expository Reading and Writing**

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## Students will:

- Analyze the features and rhetorical devices of different types of texts and the way in which authors use those features and devices.
- 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.
- Analyze an author's implicit and explicit political and/or philosophical assumptions and beliefs about a subject or topic.
- Identify and assess the impact of ambiguities and complexities within the text.
- Demonstrate an understanding of elements of discourse (e.g., purpose, speaker, audience, form) when completing reading and writing assignments.
- Make warranted and reasonable assertions about the author's arguments and themes by using elements of the text to defend and clarify interpretations.
- 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).
- 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 sustained and persuasive way, and free from grammatical and mechanical errors.
- Revise what they have drafted, rethinking their focus, point of view, organization, logic, and structure; improve sentence variety and style, and enhance sophistication of meaning and tone in ways that are consistent with purpose, audience, and genre.
- Edit their work for clarity; for standard written English grammar, usage, and mechanics; for diction and for an appropriate level of formality to demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- Meet all relevant California English-language arts content standards for twelfth grade.

## Grading Criteria

<u>Activities</u>	Percentages
Practice (Into and Through)	35%
Critical reading/reading annotations	
Discussions and seminars	
Writing and research	
Homework	
Classwork	
Guided Assignments (Beyond)	45%
Essays	
Projects, products, and presentations	
Exit tickets	
Independent Mastery (Summative Assessments)	20%
Unit assessments (Performance Tasks)	
End-of-Semester final	
Quizzes and checkpoints	
<b>TOTAL</b>	<b>100%</b>

## Instructional Guide for **Expository Reading and Writing**

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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Engaged reading opportunities
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

### **Support for Special Education Students:**

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

### **Stretching the Lesson for GATE Students:**

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

## Pacing Guide for **Expository Reading and Writing—Overview**

Colton Joint Unified School District

### **ERWC Curriculum Overview**



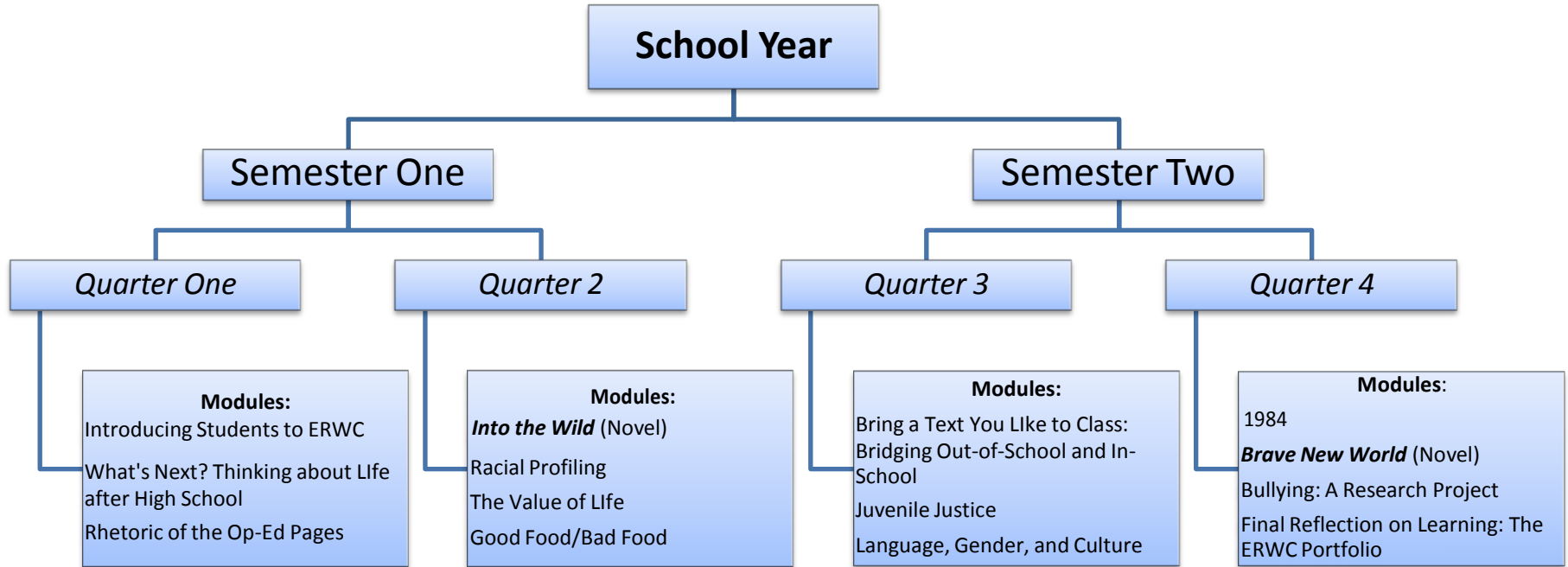
#### **OVERVIEW**

The ERWC is comprised of fourteen instructional modules. Most modules include multiple text pieces on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. Two modules include full-length works—a work of non-fiction in semester one and a novel in semester two. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The cornerstone of the course—the assignment template—provides consistent structure and content for each module; all modules follow this assignment template.

#### **ERWC Curriculum Organization**

Teachers are to choose *six of seven* modules to teach each semester. The following is a suggested guide that includes seven modules each semester.

# Pacing Guide for Expository Reading and Writing—Overview



## Pacing Guide for **Expository Reading and Writing—Overview**

### ASSIGNMENT TEMPLATE OVERVIEW

The ERWC template presents a process for helping students read, comprehend, and respond to texts. At the beginning of the course, it is recommended that students be guided through each step of the process. As students become familiar with the reading and writing strategies and internalize some of the basic processes, some of the stops can be left for them to do on their own. By the end of the course, your students should be able to read texts on their own, without elaborate preparation, and write about them coherently.

#### ***Reading Rhetorically***

- |             |   |
|-------------|---|
| Prereading  | <ul style="list-style-type: none"> <li>● Getting Ready to Read</li> <li>● Exploring Key Concepts</li> <li>● Surveying the Text</li> <li>● Making Predictions and Asking Questions</li> <li>● Understanding Key Vocabulary</li> </ul>              |
| Reading     | <ul style="list-style-type: none"> <li>● Reading for Understanding</li> <li>● Considering the Structure of the Text</li> <li>● Noticing Language</li> <li>● Annotating and Questioning the Text</li> <li>● Analyzing Stylistic Choices</li> </ul> |
| Postreading | <ul style="list-style-type: none"> <li>● Summarizing and Responding</li> <li>● Thinking Critically</li> <li>● Reflecting on Your Reading Process</li> </ul>   |

#### ***Connecting Reading to Writing***

- |                            |  |
|----------------------------|--|
| Discovering What You Think | <ul style="list-style-type: none"> <li>● Considering the Writing Task</li> <li>● Taking a Stance</li> <li>● Gathering Evidence to Support Your Claims</li> <li>● Getting Ready to Write</li> </ul> |
|----------------------------|--|

#### ***Writing Rhetorically***

- |                           |   |
|---------------------------|---|
| Entering the Conversation | <ul style="list-style-type: none"> <li>● Composing a Draft</li> <li>● Considering Structure</li> <li>● Using the Words of Others (and Avoiding Plagiarism)</li> <li>● Negotiating Voices</li> </ul>                             |
| Revising and Editing      | <ul style="list-style-type: none"> <li>● Revising Rhetorically</li> <li>● Considering Stylistic Choices</li> <li>● Editing the Draft</li> <li>● Responding to Feedback</li> <li>● Reflecting on Your Writing Process</li> </ul> |

#### ***Note:***

1. All modules follow this Assignment Template.
2. Per state UC approval in the B category, teachers are to teach 6 modules per semester.

## Pacing Guide for **Expository Reading and Writing—Overview**

### INSTRUCTIONAL METHODS AND/OR STRATEGIES

<b>Reading Rhetorically:</b>	<ul style="list-style-type: none"> <li>• All texts will be introduced by a sequence of research-based pre-reading and vocabulary strategies.</li> <li>• All texts will be analyzed using analytical strategies such as annotating, outlining/charting text structure, and questioning.</li> <li>• All texts will be examined and discussed using relevant critical/analytical elements such as intended audience, possible author bias, and rhetorical effectiveness.</li> <li>• Students will work individually, in pairs and small groups, and as a whole class on analytical tasks.</li> <li>• Students will present aspects of their critical reading and thinking orally as well as in writing.</li> </ul>
<b>Connecting Reading to Writing:</b>	<ul style="list-style-type: none"> <li>• Students will write summaries, rhetorical précis, and responses to critical questions.</li> <li>• Students will compare their summaries/rhetorical précis, outlines, and written responses in small groups in order to discuss the differences between (a) general and specific ideas; (b) main and subordinate points; subjective vs. objective summarizing techniques.</li> <li>• Students will engage in note-taking activities, such as composing one-sentence summaries of paragraphs/passages, charting a text's main points, and developing outlines for essays in response to writing prompts.</li> <li>• Students will complete compare/contrast and synthesis activities increasing their capacity to make inferences and draw warranted conclusions, such as creating comparison matrixes of readings, examining significant points within texts, and analyzing significant textual features within thematically related material.</li> </ul>
<b>Writing:</b>	<ul style="list-style-type: none"> <li>• Students will write 750-1500 word analytical essays based on prompts that require establishing and developing a thesis/argument in response to the prompt and providing evidence to support that thesis by synthesizing and interpreting the ideas presented in texts. Some modules will require essays of greater length.</li> <li>• Students will complete timed in-class writings based on prompts related to an author's assertion(s), theme(s), purpose(s), and/or a text's rhetorical features.</li> </ul>

### KEY ASSIGNMENTS

Each of the fourteen instructional modules uses the Assignment Template to guide students through the processes of 1) reading rhetorically, 2) connecting reading to writing, and 3) writing. While specific assignments for each module are listed in the Assignment Template, examples of assignments include the following:

- Quick Writes to access prior knowledge
- Surveys of textual features
- Predictions about content and context
- Vocabulary previews and self-assessments
- Reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying
- Responding orally and in writing to critical thinking questions
- Annotating and re-reading texts
- Highlighting textual features
- Analyzing stylistic choices
- Mapping text structure
- Analyzing logical, emotional, and ethical appeals
- Peer response activities

## Pacing Guide for **Expository Reading and Writing—Overview**

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### ASSESSMENT METHODS AND/OR TOOLS

Assessment activities will be based on the writing prompts and rubrics embedded in the fourteen instructional modules. Scored sample papers are included with each module, and training sessions for teachers have included specific instruction in running holistic grading sessions with other teachers. The rubrics and sample papers should mean that grading standards will be consistent throughout the state. Further training and advice will be available through the CSU Expository Reading and Writing teacher website. Examples of specific assignment types to be assessed include the following:

- Persuasive essays
- Letters to the Editor
- Argument analysis
- Descriptive outlines of assigned readings
- Reflective essays
- Text-based academic essays
- Research projects

Timed in-class essays and major writing projects will be used to assess students. The final module, “Bullying at School,” uses portfolio assessment. In and out of class assignments (e.g., partner/group work, summaries, writing tasks, learning/reading journal entries, written and oral responses to critical reading questions, oral presentations, vocabulary work, and homework) will be assessed also. In addition multiple-choice reading and vocabulary quizzes may be used to assess students.



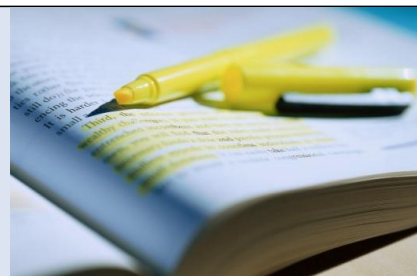
## Pacing Guide for Expository Reading and Writing—Semester One Modules

### Semester One

Teach six of the seven modules

Module:

## Introducing Students to the ERWC



For many students, the rhetorical approach to reading and writing embodied in the ERWC, may be relatively new. This brief experience introduces students to the context, aims, and core elements of the course, as well as to its fundamental concepts and definitions. A reflective activity helps students build metacognitive awareness, establish learning goals, and frame their expectations for the course. An interactive experience engages students in the rhetorical analysis of an everyday visual text thus piquing students' interest in the work of the course.

Module:

## What's Next? Thinking About Life After High School

As the opening module for the Expository Reading and Writing Course (college applications are usually due in October or November), this module focuses on establishing foundational attitudes toward college and adult-life language practices. Students will be asked to use reading, writing, and research to identify their post-high school goals, evaluate their readiness for such plans, and then effectively represent themselves to the community they wish to join.

### READINGS

- Graff, Gerald. "Hidden Intellectualism," *They Say/I Say: The Moves that Matter in Academic Writing*, Ed. Gerald Graff, and Cathy Birkenstein. 2<sup>nd</sup> ed. New York: W.W. Norton, 2010. 198-205. Print.
- Hansen, Rick. "FAQ Guide for College or Work." 2012
- Hansen, Rick. "Web Site Resources." 2012
- Perez, Angel B. "Want to Get into College, Learn to Fail." *Education Week* 31.19 (2012): 23. Print.
- Rodriguez, Joe. "20 Rules for Going to College When Nobody Really Expected You To." *Student Sites*. SunShine Web Enterprise, 4 June 2012. Web. Mar. 2013. <<http://studentsites.net/10-rules-for-going-to-college-when-nobody-really-expected-you-to/>>
- Schlack, Lawrence B. "Not Going to College is a Viable Option." *Education.com*, n.d. Web 1 Aug. 2012. [http://333.education.com/reference/article/Ref\\_Going\\_College\\_Not/](http://333.education.com/reference/article/Ref_Going_College_Not/).
- "The 10 Most Common Excuses for Not Going to College and Why They're All Wrong." *Everycircle.com*, n.d. Web. 1 Aug. 2012, <https://everycircle.com/ec/articles/tenexcuses.htm>.
- University of North Texas. "Why Go to College?" *How 2 Choose*. University of North Texas, 23 Mar. 2010. Web. 18 Aug. 2012 <http://333.unt.edu/pais/howtochoose/why.htm>.

## Pacing Guide for **Expository Reading and Writing—Semester One Modules**

Module:

### The Rhetoric of the Op-Ed Page



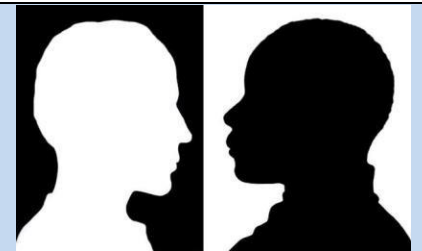
This assignment sequence introduces the Aristotelian concepts of ethos, logos, and pathos and applies them to a rhetorical analysis of an op-ed piece by Jeremy Rifkin on animals' capacity for experiencing human emotions. The concept of Aristotelian rhetoric will be used throughout the course by all of the modules. Students also have the opportunity to critically engage opposing views on the issue. Culminating writing assignment include a letter to the editor in response to the Rifkin article and an animal "Bill of Rights."

#### READINGS

- Braithwaite, Victoria. "Hooked on a Myth: Do Fish Feel Pain?"
- Edlund, John. "Three Ways to Persuade." 2011. Print.
- Edlund, John. Letters to the editor in response to "A Change of Heart about Animals." 2003.
- Rifkin, Jeremy. "A Change of Heart about Animals." *Los Angeles Times* 1 Sept. 2003: B15.
- Yong, Ed. "Of Primates and Personhood: Will According Rights and 'Dignity' to Nonhuman Organisms Halt Research?" *Seed*. Seed Magazine. 12 Dec. 2008. Web. 24 July 2012.

Module:

### Racial Profiling



This module has been designed to provoke students to take a stand on the controversial topic of racial profiling. Students identify, analyze, and evaluate the rhetorical moves Bob Herbert makes in his professional essay before determining the extent to which they will use similar strategies in their own essays.

#### READING

- Herbert, Bob. "Jim Crow Policing." *New York Times* 2 Feb. 2010, late ed.: A27. Print.

## Pacing Guide for **Expository Reading and Writing—Semester One Modules**

### Module:

## The Value of Life

This module asks students to synthesize their understanding of Hamlet's "To be, or not to be" soliloquy; an excerpt from Chris Jones's interview of Roger Ebert; an article by Amanda Ripley on the aftermath of 9/11; and a life insurance tool, the Human Life Value Calculator. Students are asked to add their voices to the discussion by creating a well-developed response to the question engaged by these sources: How should human life be valued? The summative writing assignment is a reading-based essay of 750 to 1,500 words.

### READINGS

- A Human Life Value Calculator. Web.
- Feinberg, Kenneth. "What Is the Value of a Human Life?" *This I Believe*. National Public Radio, 25 May 2008. Web. 20 Nov. 2012. <<http://www.npr.org/templates/story/story.php?storyId=90760725>>.
- Jobs, Steve. Commencement Address. Stanford University Commencement Weekend. Stanford, CA. 12 June 2005. Address. <<http://news.stanford.edu/news/2005/june15/jobs-061505.html>>.
- Jones, Chris. "Roger Ebert: The Essential Man" *Esquire* 16 Feb. 2010. Web.
- Ripley, Amanda. "What Is a Life Worth?" *Time* 11 Feb. 2002. 22-27. Print.
- Shakespeare, William. *Hamlet*, Act. III, Sc. 1: Hamlet's "To be, or not to be" Soliloquy.

### Module:

## Good Food/Bad Food

The module was designed to evaluate three proposals which argue for different approaches for responding to the obesity epidemic. Students analyze the proposals and consider how they were constructed to convince their audience. They then gather additional evidence from Web sites and from a survey they design and administer. The final assignment asks them to write a proposal of their own for how to improve the eating habits of students at their school.

### READINGS

- Bittman, Mark. "Bad Food? Tax It, and Subsidize Vegetables." *New York Times* 23 July 2011, late ed.: Sunday Review 1. Print.
- Brody, Jane E. "Attacking the Obesity Epidemic by First Figuring Out Its Cause." *New York Times* 12 Sept. 2011: D7(L). Print.
- Waters, Alice, and Katrina Heron. "No Lunch Left Behind." *New York Times* 19 Feb. 2009: A31. Print.

## Pacing Guide for **Expository Reading and Writing—Semester One Modules**

### WEB SITES

- Dr. Robert C. and Veronica Atkins Center for Weight and Health UC Berkeley: <http://cwh.berkeley.edu/resources/2/20/53/16%2C38%2C96>.
- Michael Pollan: <http://michaelpollan.com/>.
- Food Inc.: <http://www.takepart.com/foodinc/>.
- The Edible-Schoolyard: <http://edibleschoolyard.org/>.
- Yale Rudd Center for Food Policy and Obesity: <http://www.yaleruddcenter.org/>.

### Module:

## Into the Wild

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. Excerpted in the book, students experience a taste of the works of the American Transcendentalists and Russian novelists, which so influenced McCandless's life philosophy. Students conclude the assignment by writing a text-based academic essay on one of a number of themes from the work. Students are expected to write an essay of 1,500 to 2,500 words.

### READING

- Krakauer, Jon. *Into the Wild* New York: Doubleday, 1996. Print.

## Pacing Guide for Expository Reading and Writing—Semester Two Modules

### Semester Two

Teach six of the seven modules

Module:

## Bring a Text You Like to Class: Bridging Out-of-School and In- School Literacies



This module builds on texts that students bring in to share with the class and serves to introduce the second semester. Throughout this sequence, students work on externalizing and building conscious awareness of their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. Textual analysis begins with pieces from students' own worlds representing a variety of subjects and genres. Then by finding scholarly articles on their topics, students call upon their background knowledge and strategic reading skills to comprehend the text. Writing assignments require students to annotate, map, chart, and summarize multiple readings. The final writing assignment asks them to develop a multi-genre portfolio consisting of four to five texts of different types that they author themselves about a topic they know well outside of school. Students then write a portfolio introduction of 400-500 words that orients readers to the variety of genres they've included. They also describe what they have learned about themselves as readers and writers and consider how to use this new knowledge to support their future reading and writing.

Module:

## Juvenile Justice

The module explores a legal issue 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. The final on-demand assignment asks students to respond to a recent Supreme Court decision on the topic and to construct their own argument on one or the other side.

### READINGS

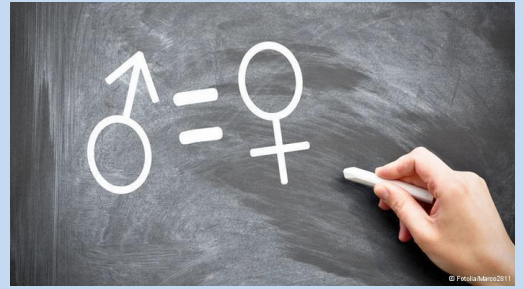
- Anderson, Scott. "Greg Ousley Is Sorry for Killing His Parents. Is That Enough?" *New York Times Magazine*. 19 July 2012. Web. 11 June 2012. <[http://www.nytimes.com/2012/07/22/magazine/greg-ousley-is-sorry-for-killing-his-parents-is-that-enough.html?pagewanted=all&\\_r0](http://www.nytimes.com/2012/07/22/magazine/greg-ousley-is-sorry-for-killing-his-parents-is-that-enough.html?pagewanted=all&_r0)>.
- Garinger, Gail. "Juveniles Don't Deserve Life Sentences." *New York Times* 15 Mar. 2012, New York ed.: A35. Print.
- Jenkins, Jennifer Bishop. "On Punishment and Teen Killers." *Juvenile Justice Information Exchange*. 2 Aug. 2011. Web. 11 June 2012. <<http://jjie.org/jennifer-bishop-jenkins-on-punishment-teen-killers/19184>>.
- Lundstrom, Marjie. "Kids Are Kids-Until They Commit Crimes." *Sacramento Bee* 1 Mar. 2001: A3. Print.

## Pacing Guide for Expository Reading and Writing—Semester Two Modules

- Thompson, Paul. "Startling Finds on Teenage Brains." *Sacramento Bee* 25 May 2001: B7. Print.

Module:

### Language, Gender, and Culture



In this module, students interrogate gender norms and how those norms are enforced by social pressures. They begin by reflecting on their own experiences with gender-based social pressures, deepening their understandings of the relationships among language, gender, culture, and identity. They then read a transcript of and view a short talk by Judith Butler, which should help to prepare them to think more carefully about the concepts in the module. In addition to asking students to reflect on a range of topics including gender, identity, and race, the module readings ask students to consider how norms of behavior are enforced through language and social interaction and to analyze the ways they may have been silenced or witnessed others being silenced. The final writing assignment provides students with an opportunity to transform their own silence into language and social action.

#### READINGS

- Brooks, David. "Honor Code." *New York Times* 6 July 2012, New York ed.: A23. Print.
- Butler, Judith. "philosophe." *You Tube*. 23 Feb. 2007. Web. 8 Sept. 2012. <<http://www.youtube.com/watch?v=DLnv322X4tY>>.
- Lorde, Audre. "Transformation of Silence into Language and Action." *The Cancer journals*. San Francisco: Spinster/Aunt Lute, 1980. 18-23. Print.
- Tannen, Deborah. "His Politeness Is Her Powerlessness." *You just Don't Understand: Women and Men in Conversation*. New York: HarperCollins, 1990. 203-5. Print.
- Young, Vershawn Ashanti. "Prelude: The Barbershop." Preface. *Your Average Nigga: Performing Race, Literacy, and Masculinity*. By Young. Detroit: Wayne State UP, 2007. xi-xvi. Print.

Module:

### 1984



This module explores George Orwell's dark, complex, and controversial novel, *1984*. 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 and thought, and even the nature of reality and perception. The novel is often read as a tragic story of an individual, Winston Smith, who tries to stand up to the totalitarian government and fails. This module is designed to help students go beyond the simple plotline and engage with some of the larger philosophical ideas and themes, in part by carefully reading parts of the novel that are often omitted: the chapters from the fictitious book by Emmanuel Goldstein, *The Theory and Practice of Oligarchical Collectivism*, and the appendix, "The Principles of Newspeak." In effect, the novel integrates a literary narrative with fictional expository texts, which makes it ideal for use in an ERWC module. The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the novel. Students are asked to use material from their notes and annotation of the novel to support their position on the issue of the prompt.

## Pacing Guide for Expository Reading and Writing—Semester Two Modules

### READING

- Orwell, George. *1984*. 1949. Centennial ed. New York: Harcourt Brace, 2003. Print.

### OPTIONAL TEXTS:

- Maass, Peter, and Megha Rajagopalan. "That's No Phone. That's My Tracker." *New York Times* 13 July 2012. Web. <[http://www.nytimes.com/2012/07/15/sunday-review/thats-not-my-phone-its-my-tracker.html?\\_r=1&ref=technology](http://www.nytimes.com/2012/07/15/sunday-review/thats-not-my-phone-its-my-tracker.html?_r=1&ref=technology)>.
- Winton, Richard. "Long Beach Police to Use 400 Cameras Citywide to Fight Crime." *Los Angeles Times* 15 Aug. 2012. Web. <<http://www.latimes.com/news/local/la-me-long-beach-cameras-20120815,0,783037.story>>.

### Module:

## Brave New World

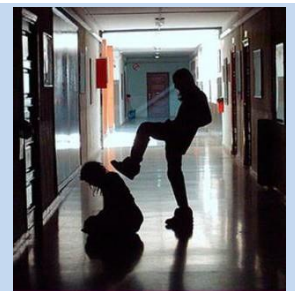
This module explores Aldous Huxley's dystopian science fiction novel *Brave New World* in light of Neil Postman's argument in *Amusing Ourselves to Death* that we are actually more in danger from hedonistic but mindless pleasures than from Orwellian totalitarianism. The culminating writing assignment offers a choice of four prompts, each of which explores one of the themes of the novel. Students are asked to use material from their notes and annotations of the novel to support their position on the issue of the prompt.

### READING

- Huxley, Aldous. *Brave New World* 1932. New York: HarperCollins, 1998. Print.

### Module:

## Bullying: A Research Project



This module critically examines various forms and definitions of bullying, as well as divergent views of the causes and possible responses to bullying that can be made by schools, teachers, and students. Students also analyze their own school's bullying policy. For the summative assignment, students collaboratively write an anti-bullying guide for new students at their school so that they understand what bullying is and how best to respond to it, either as a target or as an observer. The guide must be based on academic and field research, be visually appealing (e.g., graphs, bullet points, etc.), and include a reference list of sources. The groups will also present their findings orally using either a video or PowerPoint.

## Pacing Guide for Expository Reading and Writing—Semester Two Modules

### READINGS

- Agatson, Patricia W., Robin Kowalski, and Susan Limber. "Students' Perspectives on Cyber Bullying." *Journal of Adolescent Health* 41 (2007): S59-S60. Web. 27 Jan. 2013. <[http://ac.els-cdn.com/S1054139X07003680/1-s2.0-S1054139X07003680-main.pdf?\\_tid=1f4d3e52-69a1-11e2-8158-00000aacb360&acdnat=1359415331\\_4ceec0b1e89140ba0dfa9a728a58cfe3](http://ac.els-cdn.com/S1054139X07003680/1-s2.0-S1054139X07003680-main.pdf?_tid=1f4d3e52-69a1-11e2-8158-00000aacb360&acdnat=1359415331_4ceec0b1e89140ba0dfa9a728a58cfe3)>.
- Banks, Ron. "Bullying in Schools. ERIC Digest" *ERIC Digests* ED407154, Apr. 1997. ERIC Clearinghouse on Elementary and Early Childhood Education. Web. 15 Aug. 2003. <<http://www.ericdigests.org/1997-4/bullying.htm>>.
- Brown, Mark "Life After Bullying." *PTA*, 20 Feb. 2005. Web. 10 Apr. 2005. <[http://www.pta.org/archive\\_article\\_details\\_1117638232140.html](http://www.pta.org/archive_article_details_1117638232140.html)>.
- Coloroso, Barbara. *The Bully, the Bullied, and the Bystander*. New York: Harper/Quill. 2004. Print. [Excerpts]
- Duncan, Arne. *Elementary and Secondary Education: Key Policy Letters from the Education Secretary and Deputy Secretary*. US Department of Education, 14 June 2011. Web. 3 Sept. 2012. <http://www2.ed.gov/policy/elsec/guid/secletter/110607.html>.
- 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*, 2 Sept. 2003. Web. 8 July 2004. <<http://news.ucanr.org/newsstorymain.cfm?story502>>.
- Kowalski, Kathiann. "How to Handle a Bully." *Current Health* 2 25.6 (1999): 13-16. Web. 15 Aug. 2004. <<http://bgeagles.tripod.com/webquest/handle.htm>>.
- Olweus, Dan. "A Profile of Bullying at School." *Educational Leadership* 60.6 (2003): 12-17. Print.

### ADDITIONAL READINGS

- Kuther, Tara L. "Understanding Bullying." *Our Children* 29.2 (2004): 12-13. Print.
- Migliore, Eleanor T. "Eliminate Bullying in Your Classroom." *Intervention in School and Clinic* 38.3 (2003): 172-77. Print.
- Nansel, Tonja R., Mary Overpeck, Ramani S. Pilla, W. June Ruan, Bruce Simons-Morton, and Peter Scheidt. "Bullying Behaviors Among U.S. Youth: Prevalence and Association with Psychosocial Adjustment." *NIH Public Access*, 25 Apr. 2001. Web. 21 June 2008. <<http://www.pubmedcentral.gov/articlerender.fcgi?artid=2435211>>.
- Newquist, Colleen. "Bully-Proof Your School." *Education World*, 8 Sept. 1997. Web. 21 Jan. 2005. <[http://www.education-worid.com/a\\_issues/issues/issues007.shtml](http://www.education-worid.com/a_issues/issues/issues007.shtml)>

### VIDEO

- *Stop the Bullying PSA*. Prod. Carol Trulli. Wilmington Middle School, Wilmington, MA, 2010. Web. 29 Jan. 2013. <[http://teachertube.com/viewVideo.php?video\\_id=208328&title=Stop\\_the\\_Bullying\\_PSA](http://teachertube.com/viewVideo.php?video_id=208328&title=Stop_the_Bullying_PSA)>

Module:

## Final Reflection on Learning: The ERWC Portfolio



The final instructional sequence and capstone assessment for the ERWC is the "Final Reflection on Learning: The ERWC Portfolio." In careful alignment with the ERWC goals, the portfolio includes a reading-based argument letter that serves as an analysis and reflection on the student-selected writing samples and the course.