

Expository Reading and Writing Course

Revised Spring Semester

COURSE OVERVIEW

ERWC stands for *Expository Reading and Writing Curriculum*. It is a course that was developed by the California State University system to help prepare high school seniors for college level reading and writing. By the end of the year, students will be able to:

- write analytical essays using organizational skills.
- use appropriate, effective and specific vocabulary.
- communicate, understand, evaluate, and speak effectively both in oral and written language.

SPRING SEMESTER: Focus on close reading and rhetorical analysis.

MODULE	PURPOSE	TENTATIVE ASSESSMENTS
Mini-Module: Introducing Genre as Rhetoric	Introduces students to genre awareness: see the common communication patterns that writers use for different rhetorical situations.	1. Short Writing 1: Genre Analysis
Mini-Module: Introduction to Inquiry Questions	Discusses the mindset and concept of inquiry and demonstrates how to use specific strategies for asking inquiry questions to deepen thinking.	1. Short Writing 2: Inquiry
Module: Juvenile Justice	Explores the ways in which scientific evidence, personal observations, and experience contribute to various points of view on how society should respond to criminal juveniles.	1. Problem/Solution Argumentative Essay
Module: Fake News	Supports students' development of fact-checking skills in the 21 st century.	1. Op-Ed
Module: 1984	Explores George Orwell's dark, complex, and controversial novel 1984.	1. Socratic Seminar
Mini-Module: Stasis Theory	Introduces the forensic and deliberative stasis questions and practice their use in analyzing issues.	1. Research Presentation

ASSESSMENTS AND STANDARDS

CATEGORY	STANDARDS	ASSESSMENTS	POINTS
Writing	<ol style="list-style-type: none"> 1. Use technology to produce, publish, and update writing projects in response to ongoing feedback. 2. Use evidence from literary or informational texts to support analysis, reflection, and research. 3. Gather relevant information from multiple credible print and digital sources; assess the strengths and weaknesses of each source; weave in information into a piece of writing. 4. Write arguments to support ideas in an analysis, using valid reasoning and effective evidence. 5. Explain complex ideas and information clearly through effective selection, organization, and analysis. 6. Develop and strengthen writing as needed by planning, revising, editing, and rewriting, trying a new approach if necessary and focusing on what 	<ol style="list-style-type: none"> 1. Short Writes 2. Problem/Solution Essay 3. Opinion Editorial 	<ol style="list-style-type: none"> 1. 50 points ea. 2. 100 points 3. 100 points

	is the most important for the purpose and audience.		Total: 300 points
Reading	<ol style="list-style-type: none"> 1. Cite strong textual evidence to support analysis of what the text, including determining where the text leaves ideas uncertain. 2. Integrate and evaluate multiple sources of information presented in different formats to answer a question or solve a problem. 3. Determine two or more themes or central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text. 4. Determine an author's position or purpose in a text in which rhetoric is effective, analyzing how style and content contribute to the power. 	<ol style="list-style-type: none"> 1. Independent Reading Plan 2. Reading Quizzes (5 @ 10 pts./ea.) <ol style="list-style-type: none"> 1. Learning Logs (5 @ 20 pts./ea.) 	<ol style="list-style-type: none"> 1. 50 points 2. 50 points 3. 100 pts. Total: 200 points
Speaking/Listening	<ol style="list-style-type: none"> 1. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to increase understanding and to add interest. 2. Evaluate a speaker's position, reasoning, and use of evidence and rhetoric, assessing the stance, links among ideas, choice of words, and tone used. 3. Initiate and participate effectively in collaborative discussions on various topics, building on others' ideas and expressing their own clearly. 	<ol style="list-style-type: none"> 1. Socratic Seminar 2. 1984 Reading Journal 3. Research Presentation 	<ol style="list-style-type: none"> 1. 50 points 2. 50 points 3. 50 points Total: 150 points
Academic Engagement	<ol style="list-style-type: none"> 1. Show up on time to class every day prepared, with all necessary materials on desk. 2. Phones are silenced and put away. 3. Willingly participate in class discussions 4. Complete assignments on time 5. Freely ask questions to deepen understanding 	<ol style="list-style-type: none"> 1. Weekly Practice (20 @ 5 pts./ea.) 2. Final Portfolio 	<ol style="list-style-type: none"> 1. 100 points 2. 50 points Total: 150 points

LATE POLICY- Applies to Reading and Speaking/Listening Assignments

With the exception of formal writing assignments, have **two days** past the due date to submit the assignment with no penalty (no feedback will be given). After those initial two days, there will be a 10% deduction for each day that it is late, up until a week where you may submit any time before the end of the quarter for 50%. If a student has an excused absence the day an assignment is due, they have one additional day per day of excused absence to complete the work.

REVISION POLICY- Applies ONLY to Writing Assignments

All formal writing can be revised up until the Drop Dead date for each semester until mastery is demonstrated (A- or higher). With each revision, you must resubmit your previous draft to clearly show the changes that were made.