SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1l

Meeting Date: July 16, 2015

Subject: Course of Study Approval: Expository Reading and Writing Course

- ☐ Information Item Only
- ☒ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Academic Office/Curriculum & Instruction

Recommendation: Approve the Course of Study for Expository Reading and Writing

Background/Rationale: The goal of the "Expository Reading and Writing Course" (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this year-long, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course - the ERWC Assignment Template - presents a scaffolded process for helping students read, comprehend, and respond to nonfiction 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 to 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.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:
1. Course of Study for Expository Reading and Writing Course

Estimated Time of Presentation: NA	
Submitted by:	Olivine Roberts, Chief Academic Officer and Iris Taylor, Assistant Superintendent for Curriculum & Instruction
Approved by:	José Banda, Superintendent

COURSE OF STUDY

FOR

Expository Reading and Writing
ERW100, ERW101

Segment	High School
Length of Course	One Year
Developed by	CSU Faculty et al
First Edition	Fall, 2014

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

_____

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Marsha Zandi	Curriculum Specialist	Sweetwater Union High School District

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Expository Reading and Writing

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION:

The goal of the Expository Reading and Writing Course (ERWC) is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the ERWC Assignment Template—presents a scaffolded process for helping students read, comprehend, and respond to nonfiction 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 to 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.

RATIONALE:

The ERWC is closely aligned to the seven criteria of the UC English requirement. Students successfully completing this course develop skills, knowledge, processes, and dispositions in the following areas of academic literacy: reading rhetorically, writing rhetorically, listening and speaking rhetorically, and habits of mind.

By including specific outcomes for habits of mind, the ERWC recognizes that postsecondary success depends upon the development of a literate identity and a sense of academic agency. ERWC helps adolescents accomplish this by building task persistence and competence through engaging module topics, such as racial profiling, fast food, and juvenile justice, and appropriate instructional scaffolds. Coupled with the focus on rhetoric and critical thinking—the "real-work" of college and adults—ERWC is for many adolescents the first time they will adopt academic identities and see themselves as potentially successful college students. The course thus specifically targets the capacities of a literate individual identified by the CCSS for ELA/Literacy as defining traits of college readiness.

- In addition to the preceding student learning outcomes, the course is also guided by a set of key principles of an effective expository reading and writing curriculum:
- 1.The integration of interactive reading and writing processes;
- 2.A rhetorical approach that fosters critical thinking and engagement through a relentless focus on the text;
- 3.Materials and themes that engage student interest;

- 4.Classroom activities designed to model and foster successful practices of fluent readers and writers;
- 5.Research-based methodologies with a consistent relationship between theory and practice;
- 6.Built-in flexibility to allow teachers to respond to varied students' needs and instructional contexts; and
- 7.Alignment with California's Common Core State Standards for English Language Arts and Literacy.

COURSE GOALS

Upon completion of this course, students will be able to:

To a large extent, the course goals and the delivery of the curriculum are accomplished through the ERWC Assignment Template—a structured process for helping students comprehend and critique texts through integrated rhetorical reading and writing activities. The ERWC Assignment Template represents the "DNA" of each instructional module. All modules follow the same recursive literacy processes described by the template. These include pre-reading, reading, post-reading, connecting reading to writing, entering the conversation, writing, and revising and editing. Within these interrelated stages, students practice a variety of skills, including the following:

- Surveying the Text
- Making Predictions and Asking Questions
- Understanding Key Vocabulary
- Reading for Understanding
- Considering the Structure of the Text
- Noticing Language
- Annotating and Questioning the Text
- Analyzing Stylistic Choices
- Summarizing and Responding
- Thinking Critically
- Reflecting on Your Reading Process
- Gathering Evidence to Support Your Claims
- Composing a Draft
- Using the Words of Others (and Avoiding Plagiarism)
- Negotiating Voices
- Revising Rhetorically
- Editing the Draft
- Responding to Feedback
- Reflecting on Your Writing Process

In alignment with the Common Core State Standards for English Language Arts and Literacy (CCSS for ELA/Literacy), key student learning outcomes for the ERWC include the ability to do the following:

Reading Rhetorically Outcomes

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a text
- Determine the meaning of words or phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author's point of view or purpose in a text
- Analyze an author's assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims
- Analyze the writer's use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts

Writing Rhetorically Outcomes

- Write a variety of text types for real audiences and purposes, making effective rhetorical choices in light of those audiences and purposes
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics
- Select words and phrases that express precise meaning concisely and effectively, taking into consideration the rhetorical purpose of the text
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Demonstrate the ability to observe, evaluate, and regulate one's development as a writer of expository texts, including the identification of areas needing further growth

Listening and Speaking Rhetorically Outcomes

- Initiate and participate effectively in a range of collaborative discussions with peers
- Prepare for the thoughtful, evidence-based, and well reasoned exchange of ideas

- Collaborate with peers to promote civil, democratic discussions, and decision-making
- Pose and respond to questions that probe reasoning and evidence; examine a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; identify and use rhetorical strategies in discussions; and determine what additional information or research is required to deepen the investigation or complete the task.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. Present information, findings, and supporting evidence clearly, effectively, and appropriately.

Habits of Mind Outcomes

- Act as motivated, self-directed learners
- Persist during difficult academic tasks
- Consider new ways of thinking and being; see other points of view
- Apply prior knowledge to new learning
- Understand the collaborative and social aspects of writing processes
- Adapt to new situations, expectations, demands, and disciplines
- Learn to critique their own and others' academic work
- Reflect on their learning and on the processes that shape knowledge
- Demonstrate the ability to be both open-minded and discerning
- Establish routines that support advanced literacy practices
- Challenge their own assumptions

COURSE STANDARDS:

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
    a. Analyze the use of text features (e.g., graphics, headers, captions)...CA
6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking & Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
    b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Writing

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reason- ing and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

    b. Develop claim(s) and counter- claims fairly and thoroughly, sup- plying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

    c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

    1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

    1f. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy.

    e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

    a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

    d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

    f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by...revising ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
5. Develop and strengthen writing as needed by ... editing ... (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

    b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

    a. Observe hyphenation conventions.

    b. Spell correctly.

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Apply an understanding of syntax to the study of complex texts when reading.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

    a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA

c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INSTRUCTIONAL MATERIALS:

All readings and material delineated below are provided in the ERWC binders for all trained teachers.

Readings:

Graff, Gerald. "Hidden Intellectualism." *They Say/I Say: The Moves that Matter in Academic Writing.* Ed. Gerald Graff, and Cathy Birkenstein. 2nd 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.

Pérez, Angel B. "Want to Get into College, Learn to Fail." *Education Week* 31.19 (2012): 23. Print.

Rodriguez, Joe. "10 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://www.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://www.unt.edu/pais/howtochoose/why.htm>.

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.

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.

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/>.

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

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&_r=0>.

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.

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

Brooks, David. “Honor Code.” *New York Times* 6 July 2012, New York ed.: A23. Print.

Butler, Judith. “phylosophe.” *YouTube.* 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: Spinsters/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.

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

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

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_4ceec0b1e89140ba0dfd9a728a58cfe3>.

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>.

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?story=502>.

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.

SUPPLEMENTARY MATERIALS:

All materials have been provided with the ERWC Binder.

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS:

The average time per unit depends on students and their needs. The units are designed to be 3 to 4 weeks in length and 8 units must be completed for ERWC credit in the CSU system.

TEACHER RESOURCES

ERWC Binder I, Second Edition.
ERWC Binder II, Second Edition.

SECTION TWO — COURSE UNITS

UNIT I: 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.

Standards Addressed

Read Informational Text: 1; 2; 3; 5a; 6; 7
Language: 1a, b; 2a, b; 4a, b, c, d; 6
Writing: 1d, f; 2a, c, d; 3a, d, e; 4; 5; 8; 9; 10
Speaking/Listening: 1

Instructional Objectives

Students will be able to:

- Become familiar with college and career expectations for reading independently
- Become familiar with the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition
- Organize information from online research and textual study for use in developing writing
- Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text for the purpose of making an informed response to what others say
- Apply the rhetorical framework to reading and writing situations
- Manage information gathered through reading in preparation for writing
- Develop academic vocabulary through reading and writing
- Understand writing as a situated process of decision-making grounded in rhetorical contexts
- Understand writing as a response to an audience, situation, or intention
- Apply writing as the development of thought rather than the representation or ornamentation of thought
- Write prose that is coherent, clear, and organized
- Write sentences that demonstrate variety
- Become familiar with college and career expectations for reading independently

- Become familiar with the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition
- Organize information from online research and textual study for use in developing writing
- Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text for the purpose of making an informed response to what others say
- Apply the rhetorical framework to reading and writing situations
- Manage information gathered through reading in preparation for writing
- Develop academic vocabulary through reading and writing
- Understand writing as a situated process of decision-making grounded in rhetorical contexts
- Understand writing as a response to an audience, situation, or intention
- Apply writing as the development of thought rather than the representation or ornamentation of thought
- Write prose that is coherent, clear, and organized
- Write sentences that demonstrate variety

Suggested Activities

Activity 1: Getting Ready to Read—An Overview of "What's Next? Thinking about Life After High School"

For the last few years of your life, high school has made several demands on your time and energy. Many people—teachers, family, school figures, and others—have worked hard preparing you for life after high school; and while you may or may not have devoted as much time and attention as you would like to life after high school, the fact is that this stage of your life is drawing to a close and you are confronted with the age old question: What's next for me?

Life after high school can take many forms—some of you may be preparing for college, and others may be preparing for work of another kind. Regardless of your readiness as a student and an individual, thinking about how ready you are to enter the next stage of your life and making a few decisions about how to get started on that path are important tasks that support your potential successes. This module invites you to do just that—figure out what it is you want to do next, consider how well prepared you are for the next stage of your life, and then begin to develop plans for making the transition into life after high school.

During the next few weeks, you will be looking into your past experiences, figuring out where you excel and where you need more preparation, and then putting together a portfolio that will represent the work you have done to identify, assess, and then express your goals, plans, and readiness for whatever avenue of life you intend to pursue. The final expression of your

research will be the development of one or two pieces of writing.

1. If you believe you are more inclined to pursue a career or enter the work force, write a "letter of introduction" to the work community or job that you wish to pursue.

   OR

2. If you plan on entering college, write a personal essay for a college application.

At the end of this module you will have read about different aspects of career and college life, done some reflection and writing about your own goals and plans, and participated in research about your personal vision for the future. These activities will be documented in your portfolio, and the information you generate during these activities will help you as you compose the final text for the module—a letter of introduction for work or a personal application essay for college.

3. Your portfolio will include the following items:
4. A collection of shorter writings you develop to help you generate ideas, think about your ideas, and finally make decisions about—or evaluate—the ideas you have
5. Frequently Asked Questions (FAQs) in which you provide answers to important questions regarding your application for a school or career opportunity
6. Your letter of introduction for work or a personal application essay for college

Work in this module provides guidance and support as you investigate not just your own hopes for the next few years but also the requirements schools and workplaces will put on you as you enter the next stage of your life.

Activity 2: Activating Prior Knowledge

In this activity, you are using writing to collect ideas. In a way, you are taking inventory of your general thoughts about your future. If you need them, here are a few questions to get you started.

7. If you are going to college, why did you make this decision, and where will you go?
8. What do you want to get from your college experience?
9. If you are going into the work world or the military, why are you choosing that option?
10. What do you want from working or entering the military or any other career you mi

Once you have finished writing, reread what you have written, and begin to list reasons why you are ready for the next stage of your life, or list questions regarding what you need to know about your plans.

Activity 3: Exploring Key Concepts

Words are more than lists to memorize for a test; they are concepts, the ideas that allow us to distinguish ourselves from one another. Some of us feel "courageous," others feel "cautious," and yet others may feel "indifferent" or "unconcerned." The task here is (1) to find the words

that best match ideas about who you think you are at this stage of your life; and (2) to begin to unpack these words for the information they provide about your attitudes and assumptions, skills and abilities, plans and goals. The more language you have to describe yourself and what you are bringing to the next stage of your life, the more opportunities you have to represent yourself accurately.

What follows is a rather brief list of words, certainly not a comprehensive list, that will help you find words that name the values and abilities you are bringing to the next stage of your life.

Look through the list, and choose 10 words that best fit your sense of self. Write them down on a separate sheet of paper.

absent-minded	self-aware	inarticulate	light hearted
active	self-promoter	indispensible	low self esteem
adventurous	self-reliant	influential	mindful
analytical	self-starter	inquisitive	motivated
angry	selfish	intellectual	optimistic
appreciative	serious	kind	organized
artistic	shine at work	social person	outgoing
book smart	shy person	street smart	passionate
complicated	small steps	stressed	patient
cool	enterprising	talkative	persuasive
curious	enthusiastic	trustworthy	pessimistic
dependable	family person	truthful	positive self esteem
determined	fearful	underachiever	procrastinator
developed	goal-setter	valiant	realistic
devoted	habitual	warrior	
disciplined	happy	wishful	
respectful	helpful	worrier	
responsible	hungry	leader	
scientific	impatient	life of the mind	

Now rank your 20 words from most important to least important in describing who you are right now.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Activity 4: Making Predictions and Asking Questions

After gathering vocabulary, take some time to write about your word choices. This activity should help you consider the significance of the words you chose by asking questions about them as key concepts and then making predictions about what you will need to do in order to best represent yourself in your letter of application or your application essay:

11. Why did you rank them as you did?
12. What do your words tell you about your opinion of yourself in terms of readiness for work or college?
13. What would someone who knows you well think of the words you chose?
14. Based on your analysis of your key concepts, predict what you will need to learn more about to achieve your goals.
15. Predict how well your key concepts will work for you as you move into the next stage of your life. For example, if one of your words is "stubborn," write about how that concept may work for you or against you as you consider your future. The more you reflect on the significance of the words you choose to identify yourself, the more information you will have as you build your final portfolio.

Activity 5: Understanding Key Vocabulary

After school, discuss your words with someone you trust, and ask them about the words you have chosen. As they talk about your words, take notes on what they say by letting them talk for a while and then writing down the gist of what they say. So if someone says that your selection of "trustworthy" as a key word is good, but that there are times when you may not be so trustworthy, don't argue; just listen. Then write down the gist of their point—what they are saying, not what you are thinking.

Your job is to try to capture their thinking and extend your understanding of the word you have selected as representing your values, beliefs, or goals. This information may become a useful chunk of writing for your final letter or essay.

Remember: It is difficult to represent yourself well if you don't have a fairly solid sense of who you are or what you believe about yourself.

Capture at least three reactions from what someone else said about your words, and bring them to class tomorrow.

Activity 6: Surveying the Text

Before we read Angel Pérez's article, take a little time to preview it by responding to the following questions:

16. Look at the title, and make predictions about what you think will be Pérez's message.
17. Take a look at the length of the article, and decide if your predictions can be fulfilled in this length of the article—752 words.

18. Skim through the first two paragraphs, and read the final paragraph. Once you have done that, can you add anything to your predictions about Pérez's message?

Activity 7: Reading with the Grain

We are always reading to gather information for our writing. But sometimes we read to extend our thinking. Just as you did when you shared your key words with another person to get more information for your writing, you are using reading as a stimulus for more thought. Good reading should cause you to consider ideas or perspectives that you may not have considered on your own.

That is the case in this reading when we are "playing the believing game" to understand the specific advice Pérez offers about how to represent ourselves to an audience.

As you read, underline (or put a check next to) the best advice Pérez gives about how to represent yourself, believing that the advice he gives is good advice. During the first read, simply mark the ideas or sentences where you think Pérez is giving advice you can use as you consider the best way to represent yourself to the community you want to enter.

After reading the essay the first time, go back through it again and choose a few of the sentences you marked. Copy them down on the left side of the dialectical journal provided below. Once you copy the sentence in the left-hand box, write for a few minutes on the right about what the quote made you think about or why you chose the quote.

Advice Pérez gives about how we represent ourselves to others	What his comments make you think about

Activity 8: Responding to Pérez

After you have filled out the dialectical journal, write a one-page description of an event or moment when you were less than perfect and explain to a reader what your response to that

moment says about your character, values, or potential for work or study.

Activity 9: Getting Ready to Read and Exploring Key Concepts

19. Take out a sheet of paper, and write down three people you feel are intellectuals.
20. In groups of three or four, share your list and choose three from the combined list that all of you can agree are intellectuals.
21. After a class discussion, write down your definition of
22. Your teacher will now pass out three quotations about intellectuals. Select the quote that best matches your definition of an intellectual.
23. Why did you select this quote? Share your answer in your group or as part of a class discussion.

Activity 10: Understanding Key Vocabulary

Understanding—before reading—selected key vocabulary crucial to the concepts of the text and then applying that understanding as you read is an important strategy for all successful readers. Knowledge of word meanings can significantly shape how well you read a text and comprehend the writer's message as well as the arguments the writer makes in support of that message.

The list of words and phrases below should support reading comprehension by allowing you to address unfamiliar or difficult concepts prior to reading the text. This list features several key ideas, difficult phrases, or challenging words that may present some obstacles to you as you read.

Working in groups, predict what you all think each word you are assigned may mean before you go to the paragraph where you will find the word or phrase. As a group,

24. Predict the meaning of the word or phrase by discussing what you all believe it may mean.
25. Once you have predicted a possible meaning for the word or phrase, go to the paragraph listed and find the word or phrase.
26. Once you find the word or phrase, read the sentences or section that surrounds the word and see if you can figure out the meaning of the word or phrase as it is used in context.
27. Then look at the function of the word or phrase (what it is doing in the section where it is used). See if you can add to your understanding of the word or phrase.
28. Finally, if needed, use a dictionary or other resource to finalize your understanding of the word or phrase. The dictionary definition you select for the word should match the context for the use of the word or phrase in the passage where it is located.
29. After you have filled out your part of the vocabulary worksheet, prepare to inform the rest of the class about the meaning of the words or phrases you have been assigned.

Your job is to come away from this work with a sense of what others need to know about the words or phrases your group is looking into and how these words relate to what you think

Graff might be saying about "intellectualism."

The word or phrase	Our prediction	Its meaning in the essay
Group 1 educational depth and weight (¶3) retrospect (¶8) interminable (¶9) to exploit its game-like element and turn it into arresting public spectacle (¶12) domain (¶16)		
Group 2 cogitations (¶3) it's more complicated (¶8) philistine (¶9) intellectual thirst (¶11) school culture (¶11)		
Group 3 life of the mind (¶2) anti-intellectualism (¶5) negotiating this class boundary (¶6) public argument culture that transcended the personal (¶12) a sociologically acute analysis on an issue (¶18)		
Group 4 book smart (¶6) egghead world (¶9) propose a generalization (¶10) analysis (¶11) literacy training (¶16)		
Group 5 inarticulate (¶7) ambivalent (¶8) Adlai over Ike (¶8) rudiments of the intellectual life (¶10) school culture (¶11)		
Group 6 the trouble with this assumption (¶3)		

grist for their mill (¶3) the intellectual bit (¶8) invidious (¶14) see those interests through academic eyes (¶16)		

Activity 11: Reading For Understanding—Stop and Respond

Gerald Graff's essay "Hidden Intellectualism" poses questions about the way we see "intellect" in and outside of school. In this essay, Graff argues that a student's intelligence may be "hidden" when viewed only from the perspective of school learning. He prompts all of us to look again at the intellectual abilities we possess, even if a person is not so proficient at school learning.

As you and your classmates read this essay together, your teacher will stop at various points and ask you to respond, not by talking but by writing on a separate sheet of paper. You will be given a few minutes to write down whatever thoughts you have—questions, observations, ideas, comments, stories, things the text reminds you of, whatever comes to mind as you read.

Allowing yourself to actively respond to the text is important—thinking about what it means and how you are responding. Once you have had a few minutes to write a response to the reading, you will discuss what you have written with the class. This discussion will give you the opportunity to say what you are thinking about the reading.

Don't wait for your teacher to answer or respond to what you have to say. He or she is simply reading the essay and providing you with places to stop, write, and then discuss the reading. The more you say about the reading, the deeper your understanding of what Graff has to say and how this work relates to your own writing project will be.

You will repeat this process several times during the reading. At the end of your reading, you will discuss with the class what you have discovered and how the text relates to your thinking about the next stage of your life.

If you do this with an open mind about making sense of the text, your writing should provide plenty of information for you to use in the development of your letter of introduction or your college application essay at the end of this module.

Activity 12: Thinking Critically

In response to Pérez's and Graff's essays—as well as your list of key concepts and key vocabulary—write three separate "idea chunks" that respond to these thoughts. Idea chunks are short pieces of writing, maybe one to three paragraphs long, that attempt to capture an idea you have, find some support for that idea, and explain the importance of the idea. These are not essays; you are still writing to figure out what you are thinking. In this activity, you are primarily making connections between what Pérez and Graff

have written and aspects of your own life and experience.

Idea chunks are just that—chunks of ideas that you are trying out for the purpose of using in your writing. The more you write about the idea you have chosen, the easier it will be to understand and explain its significance. Push yourself to be as specific as you can be.

Activity 13: Summarizing and Responding

Without really worrying about how well you spell or whether you are making complete sense, write a letter to a trusted person about how well you are—or are not—prepared for the next stage of your life.

Activity 14: Surveying the Text

The class will be reading four essays that address decisions about whether to start working or go to college. You will be assigned one text to read, analyze, and then summarize for its relevant information. In preparation for reading, survey the text and then make predictions about its value in terms of the usefulness of the information it provides.

30. What kind of information do you think the article will provide?
31. What value do you think the article will have in relation to your own research needs?
32. What do you think is the purpose of the article?
33. Who do you think is the intended audience for the article?
34. What do you think the writer wants you to do or believe?

Activity 15: Reading for Understanding

As we have discussed, the activities in this stage of the module signal a shift in focus and emphasis in the module. Our work is moving away from the kind of self-assessing, identification, and generative qualities of the first part of the module to a more research driven focus—a focus that requires you to continue to gather information about your plans and draw conclusions about your own readiness for life after high school as it also emphasizes learning about the requirements, processes, and expectations of work or college communities.

In short, this segment exposes you to the social requirements you will encounter as you move to the next stage of your life.

You are going to begin your investigation into these questions by taking part in a jigsaw activity. As a class, we will be reading four documents that provide information and opinions about both going to college and entering the workforce. You will break into groups of five or less, read the document you have been assigned, and prepare a report for the class that delivers the following:

35. A brief summary of the document's argument
36. Important quotes or information the writer provides
37. An explanation of what you think is important about the document.

Once you have completed your reading and discussion of the text, be prepared to present your information about the article to your class.

Activity 16: Summarizing and Responding

After all groups report their findings, spend some time writing about whether it is best to go to college right away or move into work. This should generate some comments about what you are carrying away from the discussion and how it relates to your sense of what you want to do next.

Activity 17: Making Predictions and Asking Questions

Read "Web Site Resources," and generate questions you believe can be answered by a Web site.

Those most interested in a career may have questions like the following:

38. *How much money will I make as a mechanic?*
39. *What do I need to know if I want to be a baker?*
40. *What skills are best if I want to be a banker or entrepreneur?*
41. *Do I need college if I want to be a pilot?*
42. *What kind of jobs best fit my interests?*
43. *How much will I need to make if I want to live in San Francisco and party hard?*
44. *What are the chances for advancement in a career as an electrician?*
45. *Those most interested in college may have questions like the following:*
46. *What are the deadlines for applying for college?*
47. *Do all colleges require a personal application essay?*
48. *How do I know what is offered at a college?*
49. *What can a site tell me about financial aid?*
50. *What can I learn about choosing a major?*
51. *What do I need to be able to do if I am going to succeed in college?*

Now consider which sites seem like they may provide information about some of the questions you have raised and list them in your notes, or mark them on the "Web Site Resources" handout.

Activity 18: Considering the Structure of a Web Site

Your teacher will be demonstrating effective searches on Web sites of interest for career or college information. You will be doing your own search for your paper, so take notes on

52. The process of an effective search
53. Staying organized
54. Finding relevant information
55. Skills and strategies that support effective searches

Activity 19: Reading for Understanding and Collecting Information

Review the "FAQ Guide for College or Work," and select four topics for research.

Career-bound students may choose

56. *The kinds of skills or abilities they need to enter their career*
57. *The outlook for getting work*
58. *The common tasks associated with the work*
59. *Pay for specific jobs*

College-bound students may look into

60. *Deadlines and admission requirements*
61. *Financial aid requirements or opportunities*
62. *The process of selecting a major and the opportunities for particular majors*
63. *Details of life in the town where they would like to go to college*

Now select sites that seem to offer the best chance of providing the information you need. As you research questions or issues that are important to you, the personal FAQ you develop will help you know as much as you can about getting the job you want or getting into the college you want.

Activity 20: Summarizing Research Findings

In this activity, you will be writing a personal FAQ for your portfolio. The FAQs will be fairly simple. You will list at least 10 questions about your college or career choice and provide simple answers to the questions. We are also going to read one another's FAQs. So you will need to make your answers to your questions accurate, helpful, clear, and concise. Remember, FAQs are resources that help people understand problems and gather information that helps solve problems.

Example FAQ

When is the deadline for applying for the CSU?

64. All CSUs have the same application deadline for freshman. For the fall term, the application deadline is _____. Go to csumentor.edu for up-to-date information.

How much money will I make if I want to be an auto mechanic?

65. In 2011, the average salary for an auto mechanic was $43,050.00, but that was not what new mechanics made. The starting salary was around $23,000 for full-time work. And as far as getting a job is concerned, it looks like the next year will bring about 530 job openings due to growth and about 1,440 replacement jobs.

Activity 21: Reflecting on Your Research Findings—Reading One Another's Findings

We will circulate the FAQs through class, so you will have the opportunity to read what others have discovered about entering the work world or college. During the read around, keep a separate sheet of paper handy to write down any helpful information you find on someone else's FAQ. Also, write down the name of the writer so you can meet with him or her later to see if he or she has more information you might find useful.

Activity 22: Considering the Writing Task

During the past few weeks, you have read about different aspects of career and college life, done some reflection and writing about your own goals and plans, and participated in research about your personal vision for the future. The final expression of all this reading, research, and writing will be the development of a letter or essay you will use to apply for acceptance into the community you wish to enter.

66. If you believe you are more inclined to pursue a career or enter the work force, write a "letter of introduction" to the work community or job that you wish to pursue.

    OR

67. If you plan on entering college, write a personal essay for your college application.

Remember the final letter or essay needs to be around 1,000 words, typed, proofread, and ready to send out to either a school or employer.

Consider the following questions as you begin to plan your writing.

68. What do you think is your job in this assignment?
69. *(Answers may vary, but students should understand that this assignment is all about representing themselves accurately and honestly in a short piece of writing. This means they will have to be highly selective in choosing what to say about themselves and how they present that information to the reader. Thus, part of their task involves going back through the information they have accumulated, revisiting some of the writing they have done, and then deciding which information seems most helpful regarding how they want to represent themselves to their audience.)*
70. What do you think may be most difficult about writing this piece?

    (Students will have some trouble pulling together all the information they have generated, but if they have been writing about their thinking all along, as the module has requested, they should be entering this stage of the module with an idea about the demands of the community they wish to enter, their own readiness for that community, and some idea of how to best represent their readiness.

    The next activity in the module will help them clarify some of the contexts that surround this writing activity and should help students make decisions about what to include and how to arrange information in the final writing assignment.)

71. Who is the audience for this writing?

(This is a crucial element of this assignment, since the writing situation calls for authentic readers—that is, people who will really read these texts and make a decision about whether to accept or hire the student. Thus students need to access what they have learned about their respective audience to understand that audience's expectations. Emphasizing the reader at the end of the writing should help students focus their thinking about what to include and how to sequence information in the final draft.)

Activity 23: Taking a Stance—Elements of the Rhetorical Framework

PURPOSE: Identifying the purpose of your writing means that you are able to say what you are trying to do to an audience through your writing. What effect do you want your writing to have on the reader?

Here are some questions you can use to figure out your purpose:

72. What are you trying to accomplish in this essay?
73. What do you want your readers to experience when they read your essay?
74. What do you want this

    Here is some important information to remember about purpose:

75. Sometimes purpose isn't clear until after you have done some writing.
76. Purpose is always related to your sense of audience.
77. Sometimes analyzing audience in detail helps you figure out purpose.
78. Sometimes writing about purpose before you draft your response can help you find a thesis, or a structure, or a plan.
79. Your sense of purpose can change as you move toward your final draft and understand more about what you are writing.
    1. **2. AUDIENCE**: Identifying and analyzing audience help you develop a clearer understanding of your purpose. Your knowledge about your audience functions as an important guide for you when you are trying to decide what to put in your essay and how you are going to sequence your information.

Here are some questions to ask about audience:

80. What do they know about your topic?
81. What do you want them to know about your topic and your message?
82. What interests do they have in your topic?
83. Why do they need to read your writing?
84. What does your audience believe about the topic?
85. What makes your audience a group or a community?

Here is some important information to remember about audience analysis:

86. Be specific as you take inventory of their interests, their knowledge, their sources, their agenda, and their worldview.

87. Try to summarize their argument or the ideas they contribute to the conversation about your topic
88. Be aware of the language and knowledge the audience favors: what kind of facts they like, what sort of values they insist upon, what their expectations are?
89. Remember that your writing moves from a kind of internal focus (where you are writing more to yourself) out to a specific focus on audience (where you are focused on how your writing affects the reader). How is your writing supporting a shared understanding of what you want to communicate?

3. SITUATION: Understanding the situation in which you are producing writing helps you understand the kind of rules you need to follow or the genre conventions that are most important to your writing. We always write in a specific context; understanding how the writing takes place in a particular context helps you understand what you need to show through your writing. For example, you may write to simply summarize a reading for yourself, or you may write to prove to the teacher that you have read something well; these two scenarios constitute two different writing situations and call for different processes and different products. Thus, the context, or situation, of the writing will influence the way you perform the writing.

Here are some questions that will help you analyze the writing situation:

90. Understanding situation helps you develop a clearer sense of purpose.
91. Knowing the context for your writing helps you develop better ideas for the writing, allowing you to write in relation to some other ideas; it helps with topic selection, research, composing, and revision. You need information about the writing situation to be able to make key decisions about both the content and the sequence of information to choose.
92. Analyzing audience helps you understand the influence situation has on your writing choices.

4. P**ERSONA/ETHOS:** This simply refers to the way you are representing yourself in the writing. As people who write, we have lots of ways of presenting ourselves: as experts on family, as experts on law, as someone searching for truth. There is an infinite number of ways we present our identity through writing. Ethos refers to the way you build credibility through your writing. It is the way you represent yourself in the writing to gain trust from the reader.

Here are some questions to ask about ethos:

93. What impression do you want to make on the reader?
94. What tone of voice do you want to use?
95. Who are you speaking for when you write?
96. Are you part of a larger community when you write?
97. How can you let the reader experience your competence?

Here is some information to remember about ethos:

98. Readers will pay attention to the language you use in making a judgment about your

credibility.

99. Readers will notice the kind of examples you use as those examples say something about your level of engagement with the topic, about your expertise, or about the amount of research you have done.
100. Readers will notice how well you explain things. Your ideas find their clearest expression in your explanations. The more developed your explanations about the truth-value of your claims, the more credibility you have with the reader.
101. Readers will detect inaccuracy or lack of engagement with a topic

5. MESSAGE: In its most elemental form, message consists of what you want to say about a particular topic, event, or idea. It is the controlling idea
of the essay. Message is the product of your thinking about purpose and audience; it is what you want to say to the reader or the point you want to get across. It is your most dominant claim.

Here are some questions to ask about message:

102. Can you summarize the main point of your essay in a short paragraph?
103. Does your message support the purpose of your writing?
104. Do all the evidence and explanations you use in your writing relate to your message?
105. Does the audience need to hear your message?
106. Is your message meaningful?
107. Is your message self-evident?
108. What happens when you apply the "So what?" question to your writing?

Here is some important information to remember about message:

109. Remember to ask the age-old question about your writing: So what?
110. Message is often not discovered until after you have done quite a bit of writing
111. Another way to think of message is as the largest claim of the writing.
112. Remember that we pass along a lot of messages in our writing, but in academic writing, one message seems to prevail as the most important.

Now that you have considered the "rhetorical framework" for your writing, develop a set of instructions for yourself about how you will use this information in your first draft.

Here is a sample response.

About my audience: I need to write about my need for a job that will lead to a career. If the employer is looking for someone to hire right now, I need to make sure that my letter shows that I can write well, am responsible (one of my key words), and really want to go to work. The employer needs to see that I am reliable as well as responsible. How can I show that in my letter? I can tell a story about when I was responsible, or I

can talk about my attendance at school. Maybe that will convince him or her. I need to think about what I want the reader to understand about me and choose a good example.

OR

About my audience: I know that college application readers have to read fast and have to read a lot of essays. I need to think carefully about how I am going to open my essay. I may want to use an anecdote, like the one I wrote in response to the Pérez essay that shows how I have handled difficulties by being strong and resourceful, two of my key concepts. I will need to explain how that difficulty showed my strengths and maybe be sure that the reader understands why I think these traits qualify me as ready for college.

Activity 24: Composing a Draft

Today you are going to write a first draft. You have two choices for how to proceed, but you have one responsibility—you must bring a first draft of your writing to class tomorrow.

Option 1: Just start writing. In this option, your plan is to just write and then figure out, once you have written, what your structure and organization is going to be. Writers who take this route should feel like they are ready to write, which means you have done plenty of thinking and have a good sense of how you want your letter/essay to develop. Writers who take this route should be able

to describe your paper to another person, telling them what the paper is going to say and what it is going to do to the reader. After you have completed your draft, you should be able to fill out the organizational planning chart we are using to identify what you want to write about in each section of your paper and what effect you want that section to have on the reader.

Option 2: In this option, you take a little time, maybe 20 minutes, to sketch out your paper using the planning chart provided below. This option is good for writers who have a sense of what they want to say but may need a little rehearsal for their paper by getting some ideas down before they begin composing. Using the chart below, think about the different sections of your paper and write to yourself about what each section is going to say and what effect you want each section to have on your reader. Filling out this chart should help you reach a point where you can describe what you think your paper is going to say after you have completed your first draft.

Planning Chart

What I will write about in this section. . .	The effect this section will have on the reader. . .

What I will write about in this section. . .	The effect this section will have on the reader. . .
What I will write about in this section. . .	The effect this section will have on the reader. . .
What I will write about in this section. . .	The effect this section will have on the reader. . .

Remind students that they must have a draft for tomorrow's class. One of the requirements of employers and college instructors is that workers or students are responsible and reliable. Other members of the class are relying on one another to complete a draft so as a class they all can begin refining their writing by providing feedback, a very common workplace and university practice.

Activity 25: Considering Structure—Read Around Activity

In today's class, we are going to do a Read Around. A Read Around is an activity during which we read, very quickly, each essay in the class. If we don't read all the essays, that is okay, but we will run at least four cycles of reads to get a good sense of what our writing looks like. After we have finished reading, we will develop a list of the best qualities we saw in the writing, identifying what we are doing well. Then we will make a list of things we need to work on, and perhaps some advice about what to do to improve our writing.

As you read papers, give some attention to the effectiveness of beginnings, middles, and ends of the paper. Making observations about how these sections of your writing are working may lead to more specific advice about improving your writing.

Follow these steps:

1. Organize into groups of four or five and face your desks together.
2. Get out your paper.
3. Cross out your name, and write a four-digit number above it (for example: 5577).
4. Elect a table leader.
5. The table leader collects the papers.
6. The table leader passes papers to the group on the teacher's left.
7. The table leader hands out the papers to his or her own group.
8. On the signal, read the paper quickly with no marking.
9. Once the teacher stops the reading, pass the paper to the left.
10. Start reading when the teacher tells you to.
11. Repeat last two steps until your group has read all the papers.
12. Discuss which paper is best; the table leader takes notes on your reasons that

paper is best in the group.

13. The table leader writes down the number of the best paper.
14. Table leader collects papers and passes them to the next group.
15. Repeat steps 7-14.

The key here is to read fast, read for content, and then make sure you have good reasons for choosing the best paper in each grouping. During the discussion of the writing, take notes on the information you need to improve your own writing, paying particular attention to beginnings, middles, and ends of the writing.

Qualities of the papers that work	**What I need to work on**
Beginnings	
Middles	
Ends	

Activity 26: Revising Rhetorically

Today the class will work in small groups to assess the openings to your writing. We are going to look for two key elements as you evaluate the effectiveness of your openers:

113. How introductions invite the reader to get to know you
114. How effectively your introduction will help your readers distinguish you from the rest of the letters or applications they are reading

Homework: Revise your draft and bring a hard copy to class.

Activity 27: Editing

Editing is different from revising. When you edit, you are paying attention to sentence level concerns in the writing. That does not mean you ignore any content or organizational issues that surface, like problems with continuity between sentences or the development of ideas.

We are going to edit our papers for two important elements:

115. Spelling and word choice
116. Sentence variety

Activity 28: Reflecting on Your Writing Process

Now that you have completed your writing, having improved it as much as
you could over the past few weeks, it is time to put the final touch on your portfolio. After you

have assembled your portfolio, take 15 minutes or so to discuss with a partner what you have learned during this unit about some of the following ideas:

1. What are some actions that good writers do as they prepare, generate, draft, and revise writing?
2. What have you learned about being an effective reader?
3. What have you learned about using writing to discover what you think?
4. What have you learned about writing as a process of decision-making?
5. What have you learned about reading and its relationship to effective writing?

Once you have discussed some of these questions in small groups, compose your own "cover letter" for your portfolio in which you explain what you have learned about reading and writing during this module. Answering any or all
of these questions will not only provide your teacher with an understanding
of the learning you are carrying away from this module but also give you the opportunity to say what you are learning and keep a record of the strategies and assumptions that shape the habits of effective readers and writers.

Suggested Assessment

The final letter or essay must be around 1000 words, typed, proofread, and ready to send out to either a school or employer.

UNIT II: 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 concepts 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 assignments include a letter to the editor in response to the Rifkin article and an animal "Bill of Rights."

Standards Addressed

Reading Informational Text: 5A, 1; 2, 3, 4, 5, 6, 7
Language: 1a, b; 2a, b; 3; 4 a, b, c, d; 5a, b
Speaking/Listening: 1; 1a, b, c, d
Writing: 1a, b, c, d, e, f; 2a, b, c, d, e, f; 2, 5, 7, 9, 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyzehowideas,events,and/ornarrativeelementsinteractanddevelopovertheco urseofatext
- Determine the meaning of words and phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author's point of view or purpose in a text
- Analyze an author's assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims
- Analyze the writer's use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts
- Write a letter to the editor or an essay responding to the issues of the text(s) making effective rhetorical choices in light of audience and purpose
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics

Suggested Activities

Quick Write
Skit
Exploring Key Concepts of "Persuasion"
Surveying the Text
Making Predictions and Asking Questions
A word Tree for vocabulary
Reading for Understanding (Chunking and Reciprocal reading)
Unpacking Text by creating a graphic organizer
Visual representation of "Your" words
Reading against the grain
Summarizing using metacognitive conversation
Questions Concerning: Ethos, Logos, Pathos
Personal connections to the story through Questions
Discussion of relationships and position
Defining Personhood
Letter to the Editor
Writing and Essay
Trying on Words, Perspectives and Ideas
Learning to Quote, Paraphrase and Respond
Editing a draft
Responding to Feedback
Reflecting on Your writing process

Suggested Assessment

Write a letter expressing your viewpoint to the editor of the newspaper.

UNIT III: 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.

Standards Addressed

Reading Informational text: 1, 2, 3, 4, 5, 6, 7
Language: 1a, b; 2a, b; 3a; 4a, b; 5a, b
Speaking/Listening: 1a, b, c, d
Writing: 1a, b, c, d, e, f; 2a, b, c, d, e, f; 4, 5, 7, 8, 9, 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Read and respond to an essay rhetorically
- Analyze an argument
- Interpret and integrate information from multiple sources
- Compare and contrast diverse perspectives on an issue
- Analyze contexts rhetorically
- Write a text-based academic essay

Suggested Activities

Quick Write
Internet Search "Jim Crow"
Vocabulary in your own words; and your association to the words
Cubing
Making Predictions and Asking Questions
Exploring Key concepts
Partner work for a picture Outline
Noticing Language
Annotating Reading
Summarizing using notes and annotations
Logos, Ethos and Pathos connections
PAPA Square
Write an Essay
Trying on Words, Perspectives and Ideas

Learning to Quote, Paraphrase and Respond
Editing a draft
Responding to Feedback
Reflecting on Your writing process

Suggested Assessment

Students are to write an essay taking 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.

UNIT IV: 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.

Standards Addressed

Reading Informational text: 1, 2, 3, 4, 5a, 6, 7
Reading Literature: 2, 4, 5
Language: 1a, b; 2a, b; 3a, 4a, b, c, d; 5a, b; 6
Speaking/Listening: 1a, b, c, d
Writing: 1a, b, c, d, e, f; 2a, b, c, d, e, f; 4; 5; 7; 8; 9; 10

Instructional Objectives

1. In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

   Students will be able to

   - Analyze a complex set of ideas and explain how specific ideas, individuals, or events interact in an academic conversation
   - Integrate and evaluate multiple sources of information presented in different media and genres in order to address a question or solve a problem
   - Analyze the cumulative impact of specific word choices on meaning and tone
   - Determine an author's point of view or purpose in a text
   - Write a reading-based argument essay on a question at issue

Suggested Activities

Quick Write
Model Concept Map
Vocabulary in your own words; and your association to the words
Cubing
Making Predictions and Asking Questions
Exploring Key concepts
Polar Opposites (Term and Antonym)
Noticing Language (word families)

Annotating Reading
Summarizing using notes and annotations
Logos, Ethos and Pathos connections
Charting multiple texts
Mapping and Organizing Structure
Write an Essay
Trying on Words, Perspectives and Ideas

Suggested Assessment

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.

UNIT V: 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.

Standards Addressed

Reading Informational Text: 1a, b, c, d; 2; 3; 4; 5a; 6; 7
Language: 1; 2; 3a; 4a, c, d; 5a; 6
Speaking/Listening: 1a, b, c, d
Writing: 1a, b, c, d, e, f; 2; 4; 5; 7; 8; 9

Instructional Objectives

In addition to implementing many of the California Common Core State Standards, the module targets the skills areas listed below.

Students will be able to

- Identify the main ideas, including the author's main argument/claim within a text
- Analyze the structure of a text that makes a proposal
- Summarize and respond to a proposal
- Write a rhetorical précis that identifies the rhetorical strategies of the writer
- Design a survey and incorporate evidence from the survey in their own proposal
- Construct a proposal using multiple sources as evidence
- Revise rhetorically to meet the needs of the audience for their proposal
- Edit with a focus on improving readability

Suggested Activities

Quick Write
Cause and Effect Diagram
Vocabulary in your own words; and your association to the words
Anticipation Guide
Making Predictions and Asking Questions
Exploring Key words and concepts
Reading for Understanding (The believing Game)
Noticing Language (word families)

Determining Purpose
Annotating Reading
Summarizing using notes and annotations
Rhetorical Precis Rubric
Logos, Ethos and Pathos connections
Designing and Administering a Survey
Mapping and Organizing Structure
Incorporating Data
Editing Draft Proposal
Write a final Proposal

Suggested Assessment

Students 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.

UNIT VI: 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.

Standards Addressed

Reading for Information Text: 1; 2; 3; 4; 5a; 6; 7
Reading for Literature: 3
Language: 1a, b, c; 2a, b; 3a; 4a, b, c, d; 5a, b; 6
Speaking/Listening: 1a, b, c, d
Writing: 1a, b, c, d, e; 2a, b, c, d, e; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what a text says and implies
- Analyze how ideas, events, and/or narrative elements interact and develop over the course of a full-length text
- Determine the meaning of words and phrases as they are used in a text
- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author's point of view or purpose in a text
- Analyze an author's assumptions and appeals (e.g., ethos, pathos, and logos)
- Analyze the extent to which the writer's arguments anticipate and address reader concerns and counterclaims
- Analyze the writer's use of rhetorical devices and strategies
- Understand key rhetorical concepts such as audience, purpose, context, and genre through analysis of texts
- Make effective rhetorical choice in light of audience and purpose
- Contribute to an ongoing conversation in ways that are appropriate to the academic discipline and context

- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Develop academic/analytical essays that are focused on a central idea and effectively organized
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline
- Edit for clarity and for standard written English grammar, usage, and mechanics

Suggested Activities

Quick Write
Survey Text
Character descriptions from Text
Making Predictions and Asking Questions
Exploring Key vocabulary and concepts ("I know it well. I have heard of it. I do not know it. Chart)
Vocabulary and Reading Log
Context Clues
Chapter reading Epigraphs
Mapping Chapters (The Journey)
Descriptive Outlining
Annotating and Questioning Text
Summarizing using notes and annotations
Logos, Ethos and Pathos connections
Surveying Text and making Predictions
Determining the Function of the Outcasts, Idealists and Dreamers
Family History
Annotating and Questioning Text
Summarizing and Responding
Logos, Ethos and Pathos
Timed Writing Assignment
A Take-Home Essay
A Researched Essay
Composing a Draft
Using the Words of Others
Quote, Paraphrase and Respond
Using Model Language
Revise Rhetorically (paired and individual work)
Responding to Feedback
Reflecting on the Writing

Suggested Assessment

Students write 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.

Semester II

UNIT VII: 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.

Standards Addressed

Language: 1a, b; 2a, b; 3a; 4a, b, c, d; 5a, b; 6
Speaking and Listening: 1a, b, c, d;
Reading: 5a
Reading Informational Text: 1; 2; 3; 4; 5a; 6; 7
Writing: 1a, b, c, e, f; 2a; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Identify the main ideas, including the author's main argument/claim within a text
- Summarize and respond to a text
- Analyze the impact of the author's ethos on the credibility of an argument
- Compare different arguments and the rhetorical strategies of their writers
- Construct an argument using sources
- Revise rhetorically to establish a clear focus for their essay
- Edit with a focus on sentence structure

Suggested Activities

Quick Write
Defining Juvenile
Defining Legal Terms (Situation, Crime or Conviction, Punishment or Sentence Chart)
Surveying Text
Making predictions and Asking Questions
Brainstorming and Categorizing on a Graphic Organizer
Vocabulary Self-Assessment Chart
Reading for Understanding ("with the grain" or "playing the believing game")

Content and Purpose of Text
Focused Questions from related articles (“Startling Finds” and “Kids are Kids”)
Metacognitive Conversations/discussions
Annotating and Questioning Text
Plus and Minus Chart for words used by the author of articles
Summarizing and Responding
Peer Response Rubric
Logos, Ethos and Pathos Questions
Student led Discussion
Trying on words, Perspectives and Ideas
Developing a Thesis Statement
Using the Words of Others (Quote, Paraphrase and Summarize)
Write a Draft, Edit a draft, Respond Rhetorically to Feedback
Final Essay and Reflection on Writing Process

Suggested Assessment

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.

UNIT VIII: 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.

Standards Addressed

Language: 1,a, b; 2,a, b; 3, 3a; 4, a, b, c, d; 5, 5a, b; 6
Speaking and Listening: 1, a, b, c, d
Reading Informational Text: 1; 2; 3; 4; 5; 5a; 6; 7
Writing: 1, a, b, c, e, f; 2; 2a; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Explain how language and cultural norms shape identities
- Descriptively outline a speech
- Analyze and use personal experience, their own and others', as evidence
- Evaluate and describe authors' stylistic choices
- Imitate authors' styles
- Use writing to propose social change

Suggested Activities

Quick Write
Judith Butler Video (Read Transcript)
Exploring Key vocabulary and Concepts (Concept Map)
Surveying Text
Connecting Text and their Authors
Making predictions and Asking Questions
Synonym Chart for Authors vocabulary and phrases

Annotating and Questioning Text
Mapping and Organizational Structure of Writing
Labeling Components of Argument
Summarizing and Responding
Peer Response Rubric
Logos, Ethos and Pathos Questions
Creating a Conversation among Authors
Trying on words, Perspectives and Ideas
Making a Descriptive Outline
Imitating an Authors Style and Creating a Visual
Summarizing and Responding
Reflecting on Your Reading Process (Chart to Rank Texts in: Language, Gender and Culture
Create a Double Entry Journal
Using the Words of Others (Quote, Paraphrase and Summarize)
Writing Evaluation Rubric
Write a Draft, Edit a draft, Respond Rhetorically to Feedback
Final Essay and Reflection on Writing Process

Suggested Assessment

The final writing assignment provides students with an opportunity to transform their own silence into language and social action.

UNIT IX: 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 annotations of the novel to support their position on the issue of the prompt.

Standards Addressed

Language: 1, a, b, c, d; 2, a, b; 3, a; 4, a, b, c, d; 5, a, b; 6
Speaking Listening: 1, a, b, c, d
Reading Literature: 1; 2; 3; 4; 5; 6
Reading Informational text: 1; 2; 3; 4; 5, 5a; 6
Writing: 1f; 2, a, b, c, d, e, f; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to:

- Identify the major themes of a complex full-length novel
- Analyze character traits and motivation
- Make predictions about events and the actions of characters
- Analyze the effects on the reader of stylistic choices and modes of exposition
- Compare the world of the novel to our own world and make judgments about the social critique of the novel
- Write an essay about one of the issues raised by the novel, supporting their ideas with evidence from the text
- Revise rhetorically to meet the needs of their audience
- Edit with a focus on improving readability

Suggested Activities

Define Orwellian
Read “Sleazy Dirtbags”
Explore Key Concepts (“Aristotle’s Three forms of Government Chart”)
Surveying Text (Flipping Through the Book)
Making Predictions and Asking Questions
Fun with Doublethink
Fun with Thought Crime
Reading for Understanding (Make predictions and share answers)
Metacognitive Discussion/Conversation
Noticing Language
Summarizing and Responding
Panel Discussion
The Principles of Newspeak
Annotating and Questioning the Text
Skit Scenario
Grid Graphic Organizer focusing on: Issues, O’Brien’s Position, Winston’s Position
Reflecting on Reading Process
Summarizing and Responding
Article “That’s No Phone. That’s my Tracker.”
Noticing Language Graphic Organizer
The Party and Power Writing Task
Rhetorical Quick Write
Scratch Outline
Write a draft, peer edit, respond to feedback, reflect on writing.
Revise and Write Final

Suggested Assessment

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.

UNIT X: 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.

Standards Addressed

Language: 1, a, b, c, d, f; 2, a, b, 2c, 2d; 3, a; 4, a, b, c, d; 5, a, b; 6
Speaking and Listening: 1, a, b, c, d
Reading Literature: 1; 2; 3; 4; 5; 6
Reading for information Text: 1; 2; 3; 4; 5; 5a; 6
Writing: 2, 2a, b, c, d, e, f; 4; 5; 7; 8; 9; 10

Instructional Objectives

Students will be able to:

- Identify the major themes of a complex full-length novel
- Analyze character traits and motivation
- Make predictions about events and the actions of characters
- Analyze the effects on the reader of stylistic choices and modes of exposition
- Compare the world of the novel to our own world and make judgments about the social critique of the novel
- Write an essay about one of the issues raised by the novel, supporting their ideas with evidence from the text
- Revise rhetorically to meet the needs of their audience
- Edit with a focus on improving readability

Suggested Activities
Exploring Key Concepts
Surveying Text (Questions to Prompt Survey)
Making Predictions and Asking Questions
Understanding key vocabulary
Reading for Understanding
Sharing Answers in Groups
Noticing Language
Summarizing and Responding
Reflecting on Reading Process
Trying on Words, Perspectives and Ideas
Core Questions: Writing Process Tasks (e. g. Entertainment as a Form of Control)

Rhetorical Quick Write
Scratch Outline
Compose a Draft
Quote, Paraphrase, Summarize
Revising Rhetorically
Edit Draft
Responding to Feedback
Reflecting on Writing Process

Suggested Assessment

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.

UNIT XI: 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.

Standards Addressed

Language: 1, a, b, c, d; 2; 3; 4, a, b, c, d; 6
Speaking and Listening: 1, a, b, c, d
Reading for Information Text: 1; 2; 3; 4; 5, 5a; 6; 7
Writing: 1, 1d, 1f; 2, a, b; c, d, e, f; 4; 5; 7; 8; 9; 10

Instructional Objectives

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

Students will be able to

- Identify the main ideas, including the author's main argument/claim in multiple texts, working individually and collaboratively
- Analyze the structures of texts with particular attention to headings and graphs and design a document that makes use of such features
- Summarize key arguments and evidence in multiple texts and incorporate evidence of texts and other research in their own writing
- Design interview questions and incorporate evidence from the interviews in a guide
- Gather information about bullying from websites and by interviewing adults and students
- Work collaboratively to plan and write a public document
- Work collaboratively to revise a document to unify its style and meet the needs of the audience
- Edit collaboratively with a focus on producing a publishable public document

Suggested Activities

Quick Writes
Key Concepts (Formal and Informal Vocabulary related to bullying and bullies Chart)
Survey Text
Making Predictions and Asking Questions
Understanding Key Vocabulary (Verb and Noun Definition Graphic Organizer)
Reading for Understanding (Note Chart: What the text says.. What I believe)
Interpreting Diagram
Mapping the Organizational Structure
Noticing Language
Summarizing and Responding
Collaborative Reading
Logos, Ethos, and Pathos Questions
Reflecting on your Reading Process
How to Handle a Bully: A New Students Guide
Collaborative Writing (Task and Time Management Chart)
Trying on Words, Perspectives and Ideas
Writing and sharing Preliminary Drafts
Quote, Paraphrase, Respond and Summarize
Using Model language
Revising and Editing
Rhetorical Analysis of Draft
Reflecting on Writing Process

Suggested Assessment

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.

Suggested Final Course Assessment

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.