

# Expository Reading and Writing Course

**SEMESTER ONE**



**Developed by the CSU Expository Reading  
and Writing Task Force**



The *Expository Reading and Writing Course: Semester One* was developed by the California State University (CSU) Expository Reading and Writing Task Force, chaired by John R. Edlund of California State Polytechnic University, Pomona. It was edited by Dixie Abbott, Janet Lundin, Katina Oliphant, and Faye Ong of CDE Press working in cooperation with Nancy Brynelson of the CSU Center for the Advancement of Reading and the members of the task force. It was prepared for printing by the staff of CDE Press; the cover and interior design were created by Cheryl McDonald, and typesetting was done by Jeannette Reyes. It was published by the California State University Press, The California State University, Office of the Chancellor, 401 Golden Shore, Long Beach, CA 90801-4210. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

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## Assignment Template

Module 1: Fast Food: Who’s to Blame?

Module 2: Going for the Look

Module 3: The Rhetoric of the Op-Ed Page: Ethos, Pathos, and Logos

Module 4: The Value of Life

Module 5: Racial Profiling

Module 6: Juvenile Justice

Module 7: The Last Meow

Module 8: Into the Wild



# Preface

The California State University (CSU) is pleased to present this publication. Developed as a part of the CSU's Early Assessment Program, these materials are the basis of an approved college-preparatory course in English that may be taught in the junior or senior year of high school. The Early Assessment Program was established to allow students to measure their readiness for college-level English and mathematics in their junior year of high school and to offer opportunities for those students to improve their skills during their senior year.

The Expository Reading and Writing Course (ERWC) was initially designed as an alternative curriculum for students in grade twelve who had not demonstrated readiness for college-level English courses. The reach of the curriculum, however, now extends far beyond grade twelve. As a result of the professional development workshops provided for the ERWC and the CSU Reading Institutes for Academic Preparation, almost 200 schools now offer the course in grade eleven or twelve. In addition, teachers of English and other subject areas use the ERWC materials and strategies within their existing courses in many creative ways. Evaluation studies conducted by the CSU indicate that teacher participation in these professional development programs and use of the course materials have improved results for students in English–language arts during their high school years and as they enter the CSU system.

The ERWC is the culmination of many years of development, classroom piloting, and evaluation for which the course has gained both statewide and national attention. It is the result of the dedication of the CSU Expository Reading and Writing Task Force and the input of hundreds of high school teachers, students, specialists, and administrators who have offered suggestions for its improvement over several years. Collaboration was the hallmark of the course's development. Collaboration is also the hallmark of the course's delivery to thousands of teachers through workshops sponsored by county offices of education and CSU campuses statewide.

We wish to thank all of the individuals and groups who have contributed to the success of this effort, most notably the members of the Curriculum and Instruction Steering Committee of the California County Superintendents Educational Services Association for their cooperation and leadership in promoting and conducting ERWC professional development. And we offer our heartfelt gratitude to the CSU faculty and high school educators of the CSU task force for their vision, creativity, intellect, hard work, and commitment to the development and dissemination of the ERWC. The work of these individuals makes it possible for all students to enter the world of college and careers with the academic literacy needed to think, read, and write effectively and, ultimately, to contribute to California's future.

A handwritten signature in black ink that reads "Gary W Reichard". The signature is written in a cursive style with a large, prominent "G" and "R".

GARY W. REICHARD

*Executive Vice Chancellor and Chief Academic Officer  
The California State University*

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Left Hand of Darkness  
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Bullying at School: Research Project

The Task Force would like to thank our newer members: **Jennifer Fletcher**, for the new section in the Assignment Template, Revising Rhetorically, and for revisions and edits to The Value of Life; **Marcy Merrill**, for the new section in the Assignment Template, Introducing Key Concepts, and for vocabulary activities throughout the modules; and **Norman Unrau**, for sharing his wisdom, insight, scholarship, and vast experience. In addition, the Task Force would like to thank **Deborah Wilhelm** of California Polytechnic State University, San Luis Obispo, for compiling and analyzing the sample student essays included in the modules. Finally, the task force would like to gratefully acknowledge **Nancy Brynelson** for contributing her invaluable insights, experience, and institutional wisdom and for working tirelessly to prepare these materials for publication.

# Introduction

The materials you now hold in your hands are the final product of the Expository Reading and Writing Task Force. As a part of the California State University's (CSU) Early Assessment Program (EAP), this task force was charged with creating a course to help prepare students for the reading and writing demands of the first year in college. When our small group of CSU faculty and high school teachers and administrators met for the first time on August 20, 2003, the original plan was to collect the best practices from developmental courses throughout the CSU and package them for use by high school teachers. However, the high school members immediately argued that this would not work because every assignment had to be closely aligned with the English–Language Arts Content Standards for California Public Schools and the real problem was critical reading, not writing. From this unanticipated beginning we learned to listen, collaborate, adapt, and share. Together we developed an assignment template and 14 assignments or modules that, taken together, comprise a full year of lessons: the Expository Reading and Writing Course (ERWC). However, it turned out that completing the course was only the beginning.

To implement the course, we recruited high school and CSU faculty to become workshop facilitators, and we held a series of leadership conferences to structure and organize professional development for the ERWC. To date, roughly 3,000 teachers have attended ERWC workshops. The full course has been adopted by almost 200 schools, and the materials are used in hundreds more. We have an online community (<http://writing.csusuccess.org/>) where teachers can download and share materials and help each other teach them. Perhaps most importantly of all, we have met many teachers and made many friends. Due to feedback from teachers, we added more sophisticated vocabulary development activities to all modules and a text-based grammar supplement for the modules in Semester One. We have listened to our colleagues and friends.

In addition to the EAP goals of helping students meet the standards of the English Placement Test and the literacy expectations of college and university faculty, the course materials are designed to embody the following key principles of an effective expository reading and writing curriculum:

1. The integration of interactive reading and writing processes;
2. A rhetorical approach to texts that fosters critical thinking;
3. Materials and themes that engage student interest and provide a foundation for principled debate and argument;
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 English–Language Arts Content Standards.

The modules in this binder are just a beginning. Teachers are already creating new assignments based on the assignment template and these principles.

Each module is a sequence of integrated reading and writing experiences that will take from one to three weeks to teach. The modules, many of which include informal writing throughout the process, move from pre-reading activities, through reading and postreading activities, to formal writing assignments. Along the way, students learn to make predictions about texts, analyze both the content and the rhetorical structures, and properly use materials from the texts they read in supporting their own written arguments.

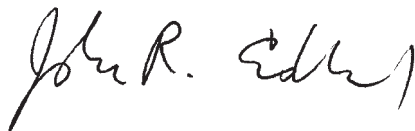
Included in this binder are the approved course description, an overview of the theoretical foundations of the course, the assignment template, teacher and student versions of each module, the reading selections, and sample student essays. The reading selections are also offered in a separate student reader so that teachers can use the online versions of the modules and still have access to the readings. The assignment template is the organizing principle for all of the assignments. It helped the developers sequence the activities and maintain a consistent format and approach. We encourage you to use the template to develop your own assignments and share them with us and with other teachers. In the future, our online community Web site will serve as a repository for new assignments.

We encourage schools to consider adopting the ERWC as one of the college-preparatory options for their students in grade eleven or twelve. Approved by the University of California to satisfy the “b” subject requirement for English, the ERWC may be adopted as a full-year course or as a one-semester course in either grade. The CSU is authorized to grant approval to schools that wish to adopt the course. If your school is interested

in this option, more information is available at [www.calstate.edu/eap/englishcourse](http://www.calstate.edu/eap/englishcourse). Schools have found a variety of ways to implement the course materials within existing English courses as well. We are heartened by the results of four years of evaluation studies on the benefits of the ERWC. In schools with large numbers of teachers participating in professional development for the ERWC, we have seen increases in the proficiency gains of students entering the CSU and increases in the gains on the California Standards Test for English–Language Arts for students in grade eleven. More information on the evaluation studies is available at [www.calstate.edu/teacherED/reports/index.shtml](http://www.calstate.edu/teacherED/reports/index.shtml).

When we started this project, we knew that there was a chance that our work could have a big effect on the way English is taught in California schools. I can say now that without a doubt, it has. However, when we started out, our success was basically a bottom-up, grassroots effect. Teachers liked the way students interacted with our materials, and they made suggestions, talked to other teachers, and brought people on board. Some teachers even brought binders to principals and district literacy coordinators and walked them through assignments. Teachers made this happen. However, there has also been amazing cooperation and collaboration among the CSU Chancellor’s Office, the California Department of Education, the California County Superintendents Educational Services Association, the University of California, the California State Board of Education, the Intersegmental Coordinating Committee, the California Academic Partnership Program, the California Postsecondary Education Commission, and many other policymakers connected with secondary and postsecondary education in this state. We thank them all, with special thanks to the Center for the Advancement of Reading, without which these materials would not be in your hands today.

Thanks so much for your interest in this project. We hope that you and your students enjoy working with these materials.



JOHN R. EDLUND, CHAIR  
*CSU Expository Reading and Writing Task Force*



**18. Is this course a resubmission?**     Yes     No

If yes, date(s) of previous submission? \_\_\_\_\_

Title of previous submission? \_\_\_\_\_

**19. Brief Course Description**

The goal of the Expository Reading and Writing Course is to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to 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 in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose; to analyze the impact of structural and rhetorical strategies; and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. The course materials also include modules on two full-length works (one novel and one work of nonfiction). Written assessments and holistic scoring guides conclude each unit.

## **B. COURSE CONTENT**

**Please refer to instructions**

**20. Course Goals and/or Major Student Outcomes**

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

**Course Objectives**

**Students will**

- Analyze the features and rhetorical devices of different types of texts and the way in which authors use those features and devices.
- Analyze the way in which clarity of meaning is affected by patterns of organization, hierarchical structures, repetition of main ideas, syntax, and word choice in the text.
- Analyze an author’s implicit and explicit political and/or philosophical assumptions and beliefs about a subject or topic.
- Identify and assess the impact of ambiguities and complexities within the text.
- Demonstrate an understanding of elements of discourse (e.g., purpose, speaker, audience, form) when completing reading and writing assignments.
- Make warranted and reasonable assertions about the author’s arguments and themes by using elements of the text to defend and clarify interpretations.
- Critique the validity of arguments in texts; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., logos, pathos, and ethos).
- Develop academic/analytical essays that are focused on a central idea, developed with information learned from assigned texts, well-organized in an appropriate and effective pattern that structures ideas in a sustained and persuasive way, and free from grammatical and mechanical errors.
- Revise what they have drafted, rethinking their focus, point of view, organization, logic, and structure; improve sentence variety and style, and enhance sophistication of meaning and tone in ways that are consistent with purpose, audience, and genre.
- Edit their work for clarity; for standard written English grammar, usage, and mechanics; for diction and for an appropriate level of formality to demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.

- Meet all relevant California English–language arts content standards for twelfth grade.

## 22. Course Outline

The fourteen instructional modules are organized by semester. Most modules include multiple text pieces on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other nonfiction texts. Two modules include full-length works—a work of nonfiction in semester one and a novel in semester two. Modules include instruction in critical reading, analysis of rhetorical strategies, vocabulary, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. The cornerstone of the course—the assignment template—provides consistent structure and content for each module. The assignment template and one sample module, *The Rhetoric of the Op-Ed Page*, are appended for more information. The following is a brief outline of each module by semester.

### First Semester

#### Fast Food: Who’s to Blame?

*Fast Food: Who’s to Blame?* is based on four newspaper articles and a set of letters to the editor written in response to one set of the articles about the issue of fast food and its role in contributing to childhood obesity. As the first assignment in the Expository Reading and Writing course curriculum, it serves as an introduction to the approach to teaching expository reading and writing utilizing accessible readings and an engaging topic. The assignment culminates with a choice among three writing assignments: a timed essay topic similar to writing prompts used in the California State University’s English Placement Test (EPT), in this case a persuasive essay; an essay evaluating the arguments in the letters to the editor; or a text-based argumentative essay suitable for writing out-of-class. Students are expected to write an essay of 750 to 1,500 words.

#### Readings:

- Brownlee, Shannon. “It’s Portion Distortion That Makes America Fat.” *Sacramento Bee* 5 Jan. 2003: E1+.  
 Barboza, David. “If You Pitch It, They Will Eat.” *New York Times* 3 Aug. 2003, late ed., sec. 3: 1.  
 Ching, Roberta. “Letters to the Editor in Response to ‘Don’t Blame the Eater.’” *Expository Reading and Writing Course: Semester One*. Long Beach: CA State UP, 2003. 46-47.  
 Weintraub, Daniel. “The Battle Against Fast Food Begins in the Home.” *Sacramento Bee* 17 Dec. 2002: B7.  
 Zinzchenko, David. “Don’t Blame the Eater.” *New York Times* 23 Nov. 2002, late ed.: A19.

#### Going for the Look

*Going for the Look* is based on a single newspaper article about the lawsuit accusing Abercrombie and Fitch of hiring sales associates based on appearance. The article incorporates a variety of brief arguments on both sides of the issue, making it a good assignment for introducing students to rhetorical analysis. It concludes by offering the option of having students write an EPT-type timed essay (persuasive) or an out-of-class text-based essay (argumentative). Students are expected to write an essay of 750 to 1,500 words.

#### Reading:

- Greenhouse, Steven. “Going for the Look, but Risking Discrimination.” *New York Times* 13 July 2003, sec. 1: 12.

#### The Rhetoric of the Op-Ed Page: Ethos, Logos, and Pathos

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. The culminating writing assignment is a letter to the editor in response to the Rifkin article. Students are expected to write an essay of 500 words.

#### Readings:

- Edlund, John. “Three Ways to Persuade.” *Expository Reading and Writing Course: Semester One*. Long Beach: CA State UP, 2003. 29-32  
 Edlund, John. “Letters to the Editor in Response to ‘A Change of Heart About Animals.’” *Expository Reading and Writing Course: Semester One*. Long Beach: CA State UP, 2003. 36.  
 Rifkin, Jeremy. “A Change of Heart About Animals.” *Los Angeles Times* 1 Sept. 2003: B15.

#### The Value of Life

This assignment asks students to synthesize their understanding of Hamlet’s “To be, or not to be” soliloquy; an excerpt from Lance Armstrong’s *It’s Not About the Bike*; 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 these sources (text-based academic essay). Students are expected to write an essay of 750 to 1,500 words.

Readings:

- Shakespeare, William. *Hamlet*, Act III, Sc. 1, Hamlet's "To be, or not to be" soliloquy.
- Armstrong, Lance, with Sally Jenkins. *It's Not About the Bike: My Journey Back to Life*. New York: Putnam, 2000. 1-5.
- Ripley, Amanda. "What Is a Life Worth?" *Time* 11 Feb. 2002: 22-27.
- Life and Health Insurance Foundation for Education. "The Human Life Value Calculator." *LIFE*.  
<[http://www.life-line.org/build/human\\_life\\_value\\_calculator/index.php?pt=lfhlvc&m=1](http://www.life-line.org/build/human_life_value_calculator/index.php?pt=lfhlvc&m=1)>.

### **Racial Profiling**

This assignment teaches students how to read and respond to an argumentative essay by Bob Herbert on racial profiling. First, students practice several reading strategies as they deepen their understanding of the Herbert essay; then, students learn how to write their own argumentative essays, on a similar topic. Students are expected to write an essay of 750 to 1,500 words.

Reading:

- Herbert, Bob. "In America; Hounding the Innocent." *New York Times* 13 July 1999, late ed., sec. 4: 17.

### **Juvenile Justice**

"Juvenile Justice" is based on four newspaper articles about whether juveniles who commit serious crimes should be tried and sentenced as adults. The articles include an opinion piece, a summary of brain research, a report of juvenile competence to stand trial, and an article about a Supreme Court case. Students must evaluate the rhetorical stances of different authors and synthesize their arguments in a text-based academic essay (argumentative). Students are expected to write an essay of 750 to 1,500 words.

Reading:

- Liptak, Adam. "Ruling is Awaited on Death Penalty for Young Killers." *New York Times* 4 Jan. 2005, late ed.: A1+.
- Lundstrom, Marjie. "Kids Are Kids—Until They Commit Crimes." *Sacramento Bee* 1 Mar. 2001: A3.
- Krikorian, Greg. "Many Kids Called Unfit for Adult Trial." *Sacramento Bee* 3 Mar. 2003: A6.
- Thompson, Paul. "Startling Finds on Teenage Brains." *Sacramento Bee* 25 May 2001: B7.

### **The Last Meow**

The Last Meow is based on a long, reflective essay about the implications of recent development in veterinary medicine. It is framed by the story of Lady, a cat in need of a kidney transplant, and her human owners. The essay requires that students infer the argument that the writer is making; they then write either a timed essay or an out-of-class essay on the topic of providing medical care for pets. A variety of writing genres is offered for the assignment: timed, persuasive essay; academic summary; letter to the editor; synthesis essay; text-based academic or argumentative essay; I-Search paper; and research essay. Students are expected to write an essay of 750 to 1,500 words.

Reading:

- Bilger, Burkhard. "The Last Meow." *New Yorker* 8 Sept. 2003: 46-53.

### **Into the Wild**

The nonfiction, full-length work *Into the Wild*, by Jon Krakauer, was published in 1996. Engaging students in this biography/story based on Krakauer's investigation of Christopher McCandless, a young idealistic college graduate, allows them to think deeply about human motivation and perhaps begin to understand something of the complexity of maturity. Excerpted in the book, students experience a taste of the works of the American Transcendentalists and Russian novelists, which so influenced McCandless's life philosophy. Students conclude the assignment by writing a text-based academic essay on one of a number of themes from the work. Students are expected to write an essay of 1,500 to 2,500 words.

Reading:

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

## **Second Semester**

### **Bring a Text to Class**

This assignment sequence builds on texts that students bring in to share with the class and serves to introduce the second semester. Throughout this sequence, students work on externalizing their existing textual skills and knowledge and discovering ways that they can bring their current reading expertise from outside of school to bear on texts in school that they have never encountered before. A sample of music lyrics by a group called the Black

Eyed Peas is included as an example of the kinds of texts students may bring. An article on hip-hop music as a tool of resistance in youth cultures around the world is also included as an example of the kind of follow-up text that teachers may use to complement the texts brought in by students. Writing assignments require students to summarize readings and reflect on their own reading practices in an essay of 750 to 1,500 words.

Readings:

“Hip-Hop Becoming Worldwide Language for Youth Resistance.” *USA Today Magazine* Sept. 2000: 7.

### **Language, Gender, and Culture**

The Language, Gender, and Culture assignment invites students to explore how language use embodies cultural values and gender-based communication styles. This assignment draws on readings in sociolinguistics and literature. The students conclude the assignment by writing a text-based academic essay. Students are expected to write an essay of 750 to 1,500 words.

Readings:

Ehrlich, Gretel. “About Men.” *The Solace of Open Spaces*. New York: Penguin, 1985. 49-53.

Kingston, Maxine Hong. *The Woman Warrior: Memoirs of a Childhood Among Ghosts*. New York: Random House, 1976. 165-82.

Tannen, Deborah. “His Politeness Is Her Powerlessness.” *You Just Don’t Understand: Women and Men in Conversation*. New York: HarperCollins, 1990. 203-05.

### **Left Hand of Darkness**

*The Left Hand of Darkness* is a classic science fiction novel by Ursula K. Le Guin. Embedded in the literary narrative are field reports, folktales, and other genre-bending texts, making it an ideal vehicle for extending the analytical and pedagogical techniques of the assignment template to a full-length literary work. At the conclusion, students write an argumentative essay. Students are expected to write an essay of 1,500 to 2,500 words.

Reading:

Le Guin, Ursula K. *The Left Hand of Darkness*. New York: Penguin, 1969.

### **The Politics of Food**

This assignment is based on two articles on the consumption and production of food. The articles were written over 10 years apart and have similar concerns: the health and well-being of humans. These two authors have different ways of pointing out the same issues, ultimately asking the students to consider the worlds of science, agriculture, and politics. Students conclude the assignment by writing a text-based academic essay on one of several possible questions. Students are expected to write an essay of 750 to 1,500 words.

Readings:

Berry, Wendell. “The Pleasures of Eating.” *What Are People For? Essays*. New York: North Point/Farrar, Straus and Giroux, 1990. 145-52.

Pollan, Michael. “When a Crop Becomes King.” *New York Times* 19 July 2002, late ed.: A17.

### **Justice: Childhood Love Lessons**

This assignment presents an argumentative essay by bell hooks about methods of childhood punishment and the relationships between discipline and expressions of love. Students are then asked to write a persuasive essay in response. Students are expected to write an essay of 750 to 1,500 words.

Reading:

hooks, bell. “Justice: Childhood Love Lessons.” *All About Love: New Visions*. New York: William Morrow, 2000. 17-30.

### **Bullying at School: Research Project**

Bullying at School is a research project for the whole class. Students read thirteen different kinds of writing on bullying (provided), including two primary research articles from refereed journals, and do additional primary and secondary research on their own. They then write a School Code of Conduct on bullying to present to a real audience, their school board. Skills include how to do research, how to evaluate and document sources (both in-text and in a Works Cited page), and how to distinguish between primary and secondary research. Students learn how to incorporate sources into their own writing, how to tailor writing for a specific audience, and how to make an argument using several different kinds of sources to provide appropriate evidence. Students are expected to write an essay of 1,500 to 2,500 words.

## Readings:

- Banks, Ron. "Bullying in Schools. ERIC Digest." *ERIC Digests* ED407154 Apr. 1997. ERIC Clearinghouse on Elementary and Early Childhood Education, 1997. 15 August 2003  
<<http://www.ericdigests.org/1997-4/bullying.htm>>.
- Brown, Mark. "Life After Bullying." *PTA*. 20 Feb. 2005  
<[http://www.pta.org/archive\\_article\\_details\\_1117638232140.html](http://www.pta.org/archive_article_details_1117638232140.html)>.
- Coloroso, Barbara. *The Bully, the Bullied, and the Bystander*. New York: Harper/Quill, 2004.
- 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. 8 July 2004  
<<http://news.ucanr.org/newsstorymain.cfm?story=502>>.
- "Keep a Lid on Bullying with a Complaint Box." *Curriculum Review* 43.4 (2003): 11. Academic Search Premier. EBSCOhost. CA State U, Sacramento Lib., Sacramento, CA 6 Aug. 2008 <<http://www.ebscohost.com>>.
- Kowalski, Kathiann. "How to Handle a Bully." *Current Health* 2 25.6 (1999): 13-16. 15 Aug. 2004  
<<http://bgeagles.tripod.com/webquest/handle.htm>>.
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- Lemonick, Michael D. "The Bully Blight." *Time* 18 April 2005: 144-45.
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## Optional Readings:

- California Department of Education. *Bullying at School*. Sacramento: California Department of Education, 2003.
- Quiroz, Hilda C.; June L. Arnette; and Ronald D. Stephens. *Bullying in Schools: Fighting the Bully Battle, A Resource for Educators and Law Enforcement*. Westlake Village, CA: National School Safety Center, 2006.

## 23. Texts & Supplemental Instructional Materials

Texts were specified in #22 above in the course outline.

## 24. Key Assignments

Each of the fourteen instructional modules uses an assignment template to guide students through the following processes: reading rhetorically, connecting reading to writing, and writing. Please see the attached assignment template for more detail on specific assignments for each module. Examples of assignments include

- quickwrites to access prior knowledge
- surveys of textual features
- predictions about content and context
- vocabulary previews and self-assessments
- reciprocal reading and teaching activities, including summarizing, questioning, predicting, and clarifying
- responding orally and in writing to critical thinking questions
- annotating and rereading texts
- highlighting textual features
- analyzing stylistic choices
- mapping text structure
- analyzing logical, emotional, and ethical appeals
- peer response activities

## 25. Instructional Methods and/or Strategies

Reading Rhetorically:

- All texts will be introduced by a sequence of research-based prereading and vocabulary strategies.
- All texts will be analyzed using analytical strategies such as annotating, outlining/charting text structure, and questioning.

- All texts will be examined and discussed using relevant critical/analytical elements such as intended audience, possible author bias, and rhetorical effectiveness.
- Students will work individually, in pairs and small groups, and as a whole class on analytical tasks.
- Students will present aspects of their critical reading and thinking orally as well as in writing.

#### Connecting Reading to Writing:

- Students will write summaries, rhetorical précis, and responses to critical questions.
- Students will compare their summaries/rhetorical précis, outlines, and written responses in small groups in order to discuss the differences between general and specific ideas; main and subordinate points; and subjective versus objective summarizing techniques.
- Students will engage in note-taking activities, such as composing one-sentence summaries of paragraphs/passages, charting a text’s main points, and developing outlines for essays in response to writing prompts.
- Students will complete compare/contrast and synthesis activities, increasing their capacity to make inferences and draw warranted conclusions such as creating comparison matrixes of readings, examining significant points within texts, and analyzing significant textual features within thematically related material.

#### Writing:

- Students will write 750- to 1,500-word analytical essays based on prompts that require establishing and developing a thesis/argument in response to the prompt and providing evidence to support that thesis by synthesizing and interpreting the ideas presented in texts. Some modules will require essays of greater length.
- Students will complete timed in-class writings based on prompts related to an author’s assertion(s), theme(s), purpose(s), and/or a text’s rhetorical features.

### 26. Assessment Methods and/or Tools

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

- persuasive essays
- letters to the editor
- argument analysis
- descriptive outlines of assigned readings
- reflective essays
- text-based academic essays
- research projects

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

## C. HONORS COURSES ONLY

Please refer to instructions

### 27. Indicate how this honors course is different from the standard course.

Not applicable.

## D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

### 28. Context for Course (optional)

The Expository Reading and Writing Course (ERWC) was originally developed by the California State University as a component of the Early Assessment Program (EAP). The EAP test, given at the end of the eleventh grade as part of the California Standards Test, was designed to predict success on the English Placement Test (EPT) and the Entry-Level Mathematics exam, and various interventions were imagined for students whose scores indicated that they would probably not test into a college-level course. Thus the original impetus for the development of the ERWC was to provide a rigorous yearlong intervention for students who did not meet the cutoff for English.

However, a number of factors converged to move the course beyond its original goals. The CSU EPT Development Committee has observed for many years that scores on the reading skills component of the EPT were dragging down the composite scores. Students were doing more poorly on the reading portions of the test than the writing portions. A similar concern was raised in a survey of higher-education faculty in California conducted by the Intersegmental Committee of the Academic Senates (ICAS), which found that 83 percent of faculty respondents attribute their students' lack of success in a course to a lack of analytical reading skills (18). The ICAS report warns that "When students fail to learn the very different reading strategies necessary for comprehending nonfiction (essays), they may have difficulty with college reading, and, we might argue, may fail to develop lifelong interests in reading" (18–19). The ICAS survey respondents generally agree that "students are best prepared to write personal essays, informal responses, short answer essay questions, and brief summaries of readings" (ICAS 23) and are poorly prepared for the kinds of formal, expository tasks the EPT and most content-area courses require. Furthermore, only 13 percent of faculty respondents believe that student writing of any kind has improved since they first began teaching college freshmen, while 34 percent perceive an overall decline in the writing abilities of entering freshmen (ICAS 23).

The problems noted above do not involve a small group of remedial students. These problems involve large portions of the college-bound population and require fundamental changes in the curriculum if they are to be addressed. Part of the problem is that high school language arts courses have traditionally been oriented toward the teaching of British and American literature, and although the California English–language arts content standards require teaching the rhetorical analysis of nonfiction expository texts, many teachers have not been trained to implement these parts of the standards. Thus, academic tasks such as understanding and evaluating arguments, analyzing rhetorical effects, and drawing conclusions pose particular problems for students taking the EPT. These findings corroborate what many educational researchers have identified as a general weakness in secondary students: an inability to read and write about nonfiction in sustained, sophisticated, and informed ways.

Thus the task force that developed the ERWC began to see its work as performing two different but related functions: (1) better preparing college-bound students to do the academic reading and writing tasks expected by college faculty across the disciplines, not just in English departments; and (2) better preparing high school teachers to meet the English language arts content standards in teaching expository texts and rhetorical analysis. The result is a curricular package that incorporates cutting-edge reading pedagogy, accessible rhetorical theory, and up-to-date composition practices. These strategies and techniques are applied to both literary and expository texts, so that the result is a balanced and comprehensive twelfth-grade language arts course.

### **29. History of Course Development (optional)**

The CSU Task Force on Expository Reading and Writing, known informally as "Task Force 12," held its first meeting in August 2003. The eleven members were selected by the Executive Committee of the CSU English Council and included reading specialists, ESL specialists, and composition specialists from CSU as well as high school teachers and administrators. The original eleven members of Task Force 12 initially developed an assignment template and five instructional modules that could be integrated into existing senior English classes. During the program's first pilot year, two high schools, Chula Vista Senior High School and Santa Monica High School, used all five modules to create new twelfth-grade rhetoric-based English courses. In June 2005, Task Force 12 launched its second pilot year by unveiling nine additional modules that, together with the original five, create a complete, yearlong course in rhetorical reading and writing. Ongoing professional development coordinated by local CSU campuses, the Center for the Advancement of Reading, and county offices of education has now provided training in the 14 modules for nearly 1,200 teachers throughout California.

### **Works Cited**

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- Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California. *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities*. Sacramento: Intersegmental Committee of the Academic Senates, 2002.

# Rhetorical Reading and Rhetorical Writing: Theoretical Foundations

Whose job is it to teach reading? In recent years many secondary educators have felt increasingly compelled to turn their attention to the teaching of reading. Explicit reading instruction has historically been the purview of elementary school language-arts teachers. However, the U.S. student population continues to be highly heterogeneous, and greater numbers of culturally and linguistically diverse students are graduating from public high schools than ever before (Deschenes, Tyack, and Cuban; Sadowski). Therefore, many middle school and high school teachers across the disciplines are finding it helpful to learn more about how to effectively engage adolescent readers through a variety of texts. Students who, for many legitimate reasons, have not yet learned to read academic texts proficiently by the time they reach high school deserve the education community's help in developing their reading capacities. (It might be that English is the students' second language, or for complex reasons such as migration or displacement they have had insufficient access to adequate and sustained instruction.) Reading research has consistently shown that comprehension is the primary issue for the majority of older readers who are struggling. As researchers suggest, the emphasis "in English–Language Arts on phonics in the early grades will need to be matched with an emphasis on the instruction of academic English in the upper grades if students . . . are to acquire a sophisticated use of English" (Scarcella 3-4). The modules in this sequential course reflect the current knowledge base on how best to support comprehension instruction at the secondary level (California State University; Davidson and Koppenhaver; Kamil, Intrator, and Kim; Moore et al.; Scarcella; Schoenbach et al.; Snow; Wong-Fillmore and Snow). The modules provide a recursive approach to the teaching of reading and writing that aims to support the students' developing abilities to negotiate a variety of complex texts—texts that are representative of those they are likely to encounter in college and in the diverse communities where they live and work.

## Language Arts Standards and the Teaching of Reading

Heightened attention to the teaching of reading at the high school level comes at a time when many teachers are responding to intense pressure to meet increasingly stringent local, state, and national language arts standards (Haycock; Intersegmental Committee of the Academic Senates). The lessons you and your students are about to share not only meet the current English–Language Arts Content Standards but also incorporate work with expository and nonfiction texts, which are increasingly finding their way into many high school language arts curricula. Because such texts are commonly woven into countless social contexts outside of school as well, the authors of this course view helping students to develop reading and writing strategies for working with expository texts as a critical means of paving the way to their success in higher education and lifelong learning.

## Broadening Notions of Reading and Literacy

While students certainly derive great benefit from reading, analyzing, and writing about fiction, poetry, and drama, they also have much to gain from opportunities to develop reading fluency with an array of reading materials more characteristic of those they are likely to encounter as they enter postsecondary education and the globalized world of work. For not only have the *kinds* of texts the students are expected to engage themselves in changed over the years, but the nature of the *text-based tasks* students are expected to perform have also become more varied (ACT; Biancarosa and Snow; Snow). In short, the ante has been upped. Young people are now routinely asked to go beyond reading for understanding to produce complex written texts of their own that include analysis, synthesis, hypothesis formulation, and argument. Writing of that kind requires that students become more versatile readers who can respond flexibly to the needs of each rhetorical situation as it arises (Bean, Chappell, and Gillam). The demands of academic English also require that students be able to produce a wide range of texts, including lecture notes, abstracts, bibliographies, case studies, research reports, and essays in both text and hypertext formats. Not only are students learning to negotiate an array of print-based media and genres, but they are also becoming conversant with the discourse of academic English. As Scarcella (9) puts it, “It is not possible to ‘do’ science, ‘do’ economics, or ‘do’ mathematics with only ordinary language. . . . One must ‘do’ discipline-specific work with academic and discipline-specific language.” Like all complex sets of skills, learning to read and write in multifaceted ways takes time and requires repeated opportunities and guidance. And indeed, for many students—particularly English learners—the skills must be taught explicitly (Scarcella). This course is designed to offer

you and your students a sequence of lessons that will provide strategies for meeting the specific needs of young people as they learn to meet the ever-broadening demands made by academic literacies.

## Reading and Writing as Social Practices

One assumption that underlies this curriculum is that reading and writing are more than just skills or tools; they reflect and even define our social worlds (Barton and Hamilton; Brandt; Cook-Gumperz; Gee; Hull; Scribner and Cole; Street). Texts, both written and spoken, constitute ways of making sense. Our social and cultural experiences with reading and writing, that is, the combination of our background knowledge and our habitual ways of taking meaning from text, shape the ways in which we are likely to comprehend and engage in academic activities. Helping students understand new types of texts requires that we build bridges between the literate worlds they currently inhabit and those of the writers we want them to know and understand and enjoy. Reading, like writing, is a communicative act, and in teaching reading and writing, educators are facilitating a very important meeting of minds and worlds on paper (Alvermann; Schoenbach et al.; Schoenbach and Greenleaf; Moje, Dillon, and O'Brien; Wilhelm). Teachers of these interactive processes are called upon to introduce the students not only to varied kinds of writing, but also to *textual habits of mind*—ways of talking about and interacting with text that are practiced in postsecondary education, in the workplace, and in a multitude of community and institutional settings. While *what* we read is important, *how* and *why* we read are critical as well. The modules that follow provide multiple ways to focus on these three parts of reading and writing: content, process, and purpose.

## Bridging In-School and Out-of-School Literacies

One way to help students become more comfortable with academic texts is to invite their out-of-school literacy experiences into the classroom through such activities as quickwrites, extended discussions, questioning, journaling, and other forms of text-based sharing. These kinds of activities, which are revisited throughout the modules in this curriculum in a variety of ways, can help us as teachers to understand the students' experiences with literacy outside of school. Many young people write music and poetry, participate in drama, regularly comb through "teen zines" and popular magazines for pleasure, and read a variety of workplace texts. If teachers can become more familiar with the texts their students read voluntarily, those literacies can in turn help to create connections to the types of reading and writing that are highly valued in schools (Alvermann; Jimenez; Jordan, Jensen, and Greenleaf; Hull and Schultz; Kamil, Intrator, and Kim; Lee; Mahiri; Mahiri and Sablo; Moje, Dillon, and O'Brien; Moll et al.; Morrell; Skilton-Sylvester; Wilhelm).

## Setting the Stage

The following introductory section outlines some important social dimensions of classrooms known to support adolescent readers and writers. Please consider these dimensions as you work through the modules and share and discuss them with fellow teachers.

### Adolescents' Strengths: Liability or Classroom Resource?

While many educators consider adolescents' preoccupation with themselves to be a liability in the classroom, tendencies towards seeming self-absorption can actually be a rich resource for classroom literacy learning (Schoenbach et al.). Offering adolescents a chance to reflect on their own internal thought processes—something they are inherently interested in and good at—can enable them to put their self-interest to work in the service of academic literacy. Many adolescents also enjoy playing with language, and this too can be an entry point into new textual worlds (Lee; Schoenbach et al.). Moreover, as young people begin to question and examine the world around them, they often welcome occasions to reflect on their positions within larger social and political worlds. This inclination—to look beyond themselves—can also support academic literacy development (Schoenbach et al.). The modules in this sequence build on adolescents' capacity for self-reflection, their facility with language, and their growing interest in the multiple social worlds around them.

### Modeling and Sharing Your Expertise

Sharing your “readerly” and “writerly” capabilities can help adolescents who may be struggling with academic literacy to develop their own textual skills and knowledge. The modules in this course include various ways to “make your own thinking processes with text visible to students” so that through a mutual exchange of watching, listening, and demonstrating they can begin to understand what expert readers and writers do as they engage with text (see Schoenbach et al. 13). Many of the assignments in the modules—for example, those that emphasize modeling activities with text, such as thinking aloud and Reciprocal Teaching—provide opportunities for you to externalize and to communicate your expert text-based knowledge to your students. If we as teachers can help our students find ways to acquire our textual practices, our students will eventually be able to practice those ways of interacting with texts on their own. Through metacognitive conversations with our students about what goes on inside our minds as we are reading content-area texts, we can help novice readers of academic literacies begin to develop some of the skillful approaches to text that proficient readers regularly and systematically employ. As literacy teachers and researchers Ivey and Baker (37) put it, “Good instruction in reading comprehension . . . requires the expertise of the best reader in the classroom: the teacher.”

## Cultivating a Sense of Safety and Community in the Classroom

Building a sense of community and safety in the classroom can help students feel comfortable articulating not only what they do know but perhaps more importantly, what they are unsure of or confused about—something struggling readers and writers are often inclined to hide because admitting confusion is often tied to feelings of inadequacy or shame. By inviting students to be honest about when reading becomes challenging for them, teachers can more successfully design the next steps in curriculum to respond specifically to students' needs. In addition to encouraging students to share their struggles, sharing what you, as their teacher, *do not* know can additionally foster students' sense of trust. Some teachers, such as those who have participated in the Strategic Literacy Initiative, have used the phrase “It’s cool to be confused” with their students, even giving extra points to students who are able to articulate where their reading processes are breaking down (Schoenbach et al. 55). Many teachers find that encouraging such honesty and creating social safety in the classroom greatly enhances the students' progress (Greenleaf and Katz; Schoenbach et al.; Wilhelm).

## Developing a Literate Identity: Bridging In-School and Out-of-School Literacies

Reading teacher and researcher Jeffrey Wilhelm (34) points out that “many at-risk students are particularly alienated by school until teachers value what they already know . . . and help them put those skills to work.” Other reading practitioners suggest similarly that students benefit from seeing themselves as knowledgeable experts in literate contexts (Davidson and Koppenhaver; Schoenbach et al.). Helping students understand their own expertise with language and text fosters their development of literate identities and promotes a willingness on their part to experiment with new ways of engaging with literacy. It can also help sustain literacy as a vital element of classroom culture. While there are some texts that students can already read expertly (lyrics to popular music, video game instructions, popular fiction, instant messaging, and hobby-related materials), those same texts may present challenges for teachers. Building bridges between in-school and out-of-school worlds by inviting students to bring such texts into the classroom for collaborative analysis can provide young people with a conscious understanding of their own knowledge and expertise and cultivate their self-esteem and confidence with literacy activities (Alvermann; Hull and Katz; Hull and Schultz; Lee). While the bridging of in-school and out-of-school literacies can promote academic success for all learners, it can be especially supportive for underachieving youth, linguistic and cultural minority youth, and English learners (Lee; Mahiri; Mahiri and Sablo; Skilton-Sylvester; Hull and Schultz; Moll et al.; Morrell; Morrell; Davidson and Koppenhaver). When students begin to make connections between out-of-school and

in-school literacies, they often become more willing to work with academic texts because they see that they already have some of the skills necessary to tackle those texts.

This sequence of modules, which focuses on a wide variety of expository, nonfiction, and literary texts, aims to create connections between what the students already know and the new rhetorical skills and knowledge they are striving to develop in order to be successful in college and beyond. The list of selected references that begins on the following page is provided as a guide for those who may be interested in exploring the pedagogical literature independently or with colleagues.

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