

Expository Reading and Writing Course

SEMESTER TWO



CCSESA

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



The *Expository Reading and Writing Course: Semester Two* 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 Sheila Bruton 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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- Module 9: Bring a Text You Like to Class
- Module 10: Language, Gender, and Culture
- Module 11: The Left Hand of Darkness
- Module 12: The Politics of Food
- Module 13: Justice: Childhood Love Lessons
- Module 14: Bullying at School: Research Project

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Language, Gender, and Culture

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Introduction

This binder follows the *Expository Reading and Writing Course: Semester One* and contains the final six modules for the second semester of the course. These modules, or lesson sequences, are generally longer and more complex than the eight modules contained in the first semester. In the *Expository Reading and Writing Course: Semester Two*, your students will continue to read and write in response to issue-driven texts; in addition they will explore young adult literacies, study a full-length work of science fiction, and conduct a research project.

We recommend that you refer to the documents contained in the *Expository Reading and Writing Course: Semester One* as you teach these modules. The introductory piece on pages xxi–xxix, *Rhetorical Reading and Rhetorical Writing: Theoretical Foundations*, provides the theoretical underpinnings for the course in general and for the module, *Bring a Text You Like to Class*, in particular. The Assignment Template, contained in *Semester One*, remains the central organizing structure for all modules. More information about the course’s development, components, adoption, and evaluation are included in the Introduction to *Semester One* on pages x–xii. And finally, you will find the approved Course Description, which satisfies the “b” subject-area requirement in English for admission to the University of California and the California State University, on pages xiii–xx.

The goal of the Early Assessment Program of the California State University is to ensure that young people understand the expectations of higher education and to provide them with the tools necessary to successfully meet those expectations. In concert with that goal, the Expository Reading and Writing Course is designed to help students develop the academic literacy needed to think, read, and write effectively and, ultimately, to engage in successful, productive careers that contribute to the economic and cultural growth of the state of California.