12TH GRADE EXPOSITORY READING AND WRITING COURSE
(Sponsored by the California State University and CSU San Marcos)
Semester 1

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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 eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation and 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 the author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts. The course materials also include modules on two full-length works (one novel and one work of non-fiction). Written assessments and holistic scoring guides conclude each unit.

COURSE GOALS

- 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

READING RHETORICAL OUTCOMES

Students will:
- Cite strong and thorough textual evidence to support analysis of what a text says and implies.
- Determine an author’s point of view or purpose in a text.
- Analyze author’s assumptions and appeals (e.g., ethos, pathos, and logos).
- 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**

Students will:
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Incorporate the texts of others effectively and use documentation styles suitable to the task, genre, and discipline.
- Edit their works for clarity; for standard written English grammar, usage, and mechanics.
- 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.

**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.
- Learn to critique one’s own and others’ academic work
- Reflect on one’s own learning and on the processes that shape knowledge.

**COURSE OUTLINE**

Semester 1 lessons and activities will include the following module topics:

- Introduction to the ERWC (3 days)
- What’s Next? Thinking about Life After High School (personal statement/introduction letter (15-18 days)
- Rhetoric of the Op-Ed page (15-18 days)
- Body Image (PERIOD 4) or Good Food/Bad Food (20 days)
- Racial Profiling (10-15 days)

**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. Examples of the assignments include the following:

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

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Reading Rhetorically:

- All texts will be introduced by a sequence of research bases pre-reading 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 [a] general and specific ideas; [b] main and subordinate points; subjective vs. 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 cretin comparison matrixes of readings, examining significant points within texts, and analyzing significant textual features within thematically related material.

Writing:

- Students will write 750-1500 word analytical essays based on prompts that require establishing and developing a thesis/argument in response to the prompt and providing evidence to support that thesis by synthesizing and interpreting the ideas presented in texts. Some modules will require essays of greater length.
- 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.

GOOGLEDOCS- USE THIS TO WRITE ESSAYS!!
MYHAIKUCLASS.COM—USE THIS TO POST LINKS TO GOOGLE DOCS IN PROCESS

Turnitin
You must be enrolled and submit ALL formally written works to turnitin.com. Otherwise, your work will not be graded.

ASSESSMENT METHODS AND/OR TOOLS

Assessment activities will be based on the writing prompts and rubrics embedded in the modules. Scored sample papers are include with each module. Examples of specific assignment types to be assessed include the following:

- Persuasive essays
- Letters to the editor, open letters, and letters to companies
Argument analysis
Descriptive outlines of assigned readings
Reflective essays
Text-based academic essays
Research projects
Proposals

Timed in-class essays and major writing projects will be used to assess students. In and out of class assignments (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.

**GRADING**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>A- 90%-100%</td>
<td>Classwork/Homework: 50%</td>
</tr>
<tr>
<td>B- 80%-89%</td>
<td>Module Writing Projects: 50%</td>
</tr>
<tr>
<td>C- 70%-79%</td>
<td></td>
</tr>
<tr>
<td>F- 0%-69%</td>
<td></td>
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</tbody>
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Your grade will roughly reflect these weights:

**ATTENDANCE**

- Daily, prompt attendance is expected from all students.
- Students who are not in the classroom and in their seats when the bell rings will be marked tardy. This means, students are not to be running into the room during or after the bell. BE ON TIME!
- Students are expected to attend class unless absent for a parent approved purpose or school business. This is a discussion/collaboration class. If a student consistently misses class, he/she is missing vital information.
- **Participation and Attendance:** This course is a discussion—not lecture—intensive course. To participate in class discussions, you must attend class, keep up with the reading assignments, and speak-up about relevant issues. Because this class is structured as a discussion course, it is not possible to make up missed class work; if you are not in class, you obviously cannot participate in class discussion. Students are expected to attend class regularly since excessive absences interfere with the instructional process and contribute to academic failure. Excessive absences will be reported.

**CLASSROOM BEHAVIOR**

- Active, constant, participation is expected daily! This means all students are expected to pay visual attention, actively listen, contribute readily and often in class discussion or collaboration activities.
- This is not a worksheet or extra credit class. Students who do not participate will miss out on much information and many learning opportunities.
- Follow district dress code and tardy policy.
- Be in your seat with the required materials when the bell rings.
- Refrain from drinking and eating inside the classroom (water excepted).
- Have a positive attitude.
- Pay attention, listen, and do not be disruptive.
- **Class Decorum:** It is expected that you will participate appropriately and as adults in classroom discussions. It is unacceptable to contribute inappropriate comments or disrupt the class discussion in anyway, which includes attacking or aggressively criticizing peers or using profanity. We are a diverse academic community, representing different faiths, lifestyles, ethnicities, languages, and cultures. We will be discussing controversial issues—issues that typically elicit strong emotions and opinions. It is expected that you will be respectful and considerate of me as well your peers during any discussions. I intend to provide a learning environment that is positive and non-threatening for everyone in the class.
- **ELECTRONIC DEVICE POLICY:** Students may not use their electronic devices during the class period EXCEPT for educational purposes. All students will place their phones on the desk, face down with ringer and vibrate turned off, and the phone will remain there all period.

**MATERIALS**

Students should bring the following materials to class daily:

- 2 pencils
- 2 pens
- 2 red pens
- An ample supply of notebook paper
- The ERWC reader
- A binder with a separate section for English
- An assignment notebook to record homework assignments
- A composition or spiral notebook that will be used daily.
- 3 different colored highlighters

**ABSENCES AND MAKEUP WORK**

- When you return from an **excused** absence, check with a classmate or me to see what you missed.
- If you are TRUANT the day an assignment is due, that assignment will not be accepted nor will make-up work be possible.
- Work due on the date of absence is due immediately upon return.
- Work assigned on the date of absence must be turned in within the number of days prescribed by District policy.
- Feel free to email me at themsath@tvusd.k12.ca.us on the date of absence, and I will let you know what you are missing during that time.
- If you are missing class due to school business, you must meet all deadlines for the day[s] affected by your absence.
- **Late Work:** up to 70% credit depending on quality and how many days it is late.

**NOTE:**

- ✓ It is required that you KEEP ALL OF YOUR WORK. We often go back to previous readings and activities later to add depth and complexity to future assignments. Losing work will not be an accepted excuse and could likely affect your scores on future assignments.
- ✓ All IEP’s and 504 plans will be followed.