



**Course Description:** ERWC is a CSUS Curriculum designed to prepare high school students for college and career readiness. Focusing on non-fiction text with fictional text infused throughout two semesters, students shall develop understanding and application of rhetorical reading and writing practices expected in college and career venues. Students shall engage in collaborative reading and writing strategies to develop proficiency in expository reading and writing practices.

## **SEMESTER 1**

**W 11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence. using valid reasoning and relevant and sufficient evidence

**W 11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**RI 11-12.1, RL1** 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.

**RI 11-12 2 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; provide an objective summary of the text.

### **Quarter 1**

#### **August 18-19: Introduction to Expository Reading and Writing:**

- Distance-Learning Norms & Expectations
- Creating our Google Classroom
- Intro to ERWC Syllabus
- Setting personal and academic goals
- Establishing a productive work environment "Learning Station"
- Intro to Synchronous & Asynchronous Process and Expectations
- Introduction to SAT Prep and Career Readiness; Albert.io

#### **August 20-August 21: "2020-2021 - Growing Up in a Pandemic"**



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- Review of Synchronous and Asynchronous norms and expectations
- Tailoring ERWC to meet your own expectations goals for growth
- Steps to become proficient in expository reading and writing skills
- Introduction to Narrative, Expository, and Argument writing domains

### MODULE 1 “Life After High School”

~August 24-29

Intro rhetorical argument, annotation, and synthesis

1. Distance Learning Activities-Building a Digital Notebook
2. Jigsaw reading 4 articles:

“Heading Off to College? Be Prepared to Sign a Statement ‘Voluntarily’ Accepting the Risk You’ll Catch COVID-19”

[https://herald-review.com/news/state-and-regional/heading-off-to-college-be-prepared-to-sign-a-statement-voluntarily-accepting-the-risk-you/article\\_5be0e032-2ebd-54ce-8ede-bcd0620e6a83.html](https://herald-review.com/news/state-and-regional/heading-off-to-college-be-prepared-to-sign-a-statement-voluntarily-accepting-the-risk-you/article_5be0e032-2ebd-54ce-8ede-bcd0620e6a83.html)

“10 Rules for Going to College When Nobody Really Expected You To”

“Not Going to College is a Viable Option”

“Why Go to College?”

“The 10 Most Common Excuses for Not Going to College and Why They’re All Wrong”

3. Review of ethos, pathos, logos (article’s persuasive devices) –John Edlund
4. Collaborative synthesis (asynchronous activity-partner or triad)

### August 31 September 4- “ Life After High School” College Research/Career

**Presentation:** GOOGLE SLIDES-SHARE-patricia.barrett@twinriversusd.org

Students shall research personal choices of the following and prepare slides to present findings:

- 1.) 2 colleges of choice: tuition, programs of study, entrance requirements; identify a prospective major
2. Choose a career and identify projected salary/hourly wages after working five years
- 3.) Compare rent in a California city/town of choice vs. another community anywhere in US
4. Based on ERWC article “Life After High School” average income of \$45,000



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3.) Budget rent with monthly utilities before monthly groceries

4.) Budget after groceries

Students shall be provided with prompt and rubric

**September 7-11: College & Career presentations: Be prepared to SHARE your Screens on Zoom**

**Sept: 14- 18: Resume, College Applications, and Action Plan**

- Resume Building
- CSU Personal Statement
- FAFSA

**September 21 – Sept. 25 MODULE 2 RHETORIC OF THE OP-ED PAGE : Animal Rights**  
**September 28-October 2**

- Annotating and Synthesizing
- Rhetorical Grammar for Expository Reading and Writing
- Deconstructing a Prompt
- Intro to SOAPStone
- Rhetorical Precis review
- The Power of rhetorical verbs
- Combining Sentence and transitions
- SAT Prep; Albert.io

“What is Op-Ed?”

How to write an Op-Ed. “Hooked on a Myth” -Victoria Braithwaite

“A Change of Heart About Animals” -Jeremy Rifkin

Op-Ed “Letters to the Editor in Response to ‘A Change of Heart About Animals’” -John Edlund

**Albert.io and KAHN ACADEMY SAT Prep**

**MODULE 3 RACIAL PROFILING**

**October 5-9**

**October 12-16**

**October 19-23**



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- Writing for Argument-Toulmin's model
- Understanding Systemic Racism
- Black Lives Matter Movement
- Practicing Uncomfortable Conversations to Move Society Forward
- Reading Rhetorically -thematic choices from credible sources (*Chicago Tribune, Washington Post, Boston Globe, New York Times*)
- Making Predictions
- Noticing Language-Annotating and Synthesizing
- Evaluating SOAPStone and speakers' approaches for proposals
- Writing synthesis
- Writing persuasive / Argument (ethos, pathos, logos) as an editorial
- Providing Textual Support MLA
- Socratic Seminar

"Jim Crow Policing"-Bob Herbert

"Stop-and-Frisk Data" <https://www.nyclu.org/en/stop-and-frisk-data>

"Racial Profiling-ACLU"

<https://www.aclu.org/issues/racial-justice/race-and-criminal-justice/racial-profiling>

George Floyd video CBS "In Tamir Rice Case, Many Errors by Cleveland Police, Then a Fatal One" New York Times

<https://www.nytimes.com/2015/01/23/us/in-tamir-rice-shooting-in-cleveland-many-errors-by-police-then-a-fatal-one.html>

- Reading Rhetorically
- Making Predictions
- Noticing Language-Annotating and Synthesizing
- Evaluating SOAPStone and speakers' approaches for proposals-Writing persuasively (ethos, pathos, logos)



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## Quarter 2

October 26-30

***Into the Wild***

Novel: Nonfiction by Jon Krakauer

November 2-6

November 9-13

November 16-18

Online PDF <https://therustyquill.files.wordpress.com/2013/09/into-the-wild.pdf>

- Critical thinking with analysis regarding Christopher McCandless journey
- Connecting to concepts of Transcendentalism, McCandless' muses
- Understanding influence of literature: Ralph Waldo Emerson, Henry David Thoreau, Jack London
- Analyzing SOAPStone
- Analyzing and evaluating the effectiveness of the structure an author uses in argument
- Conducting / writing rhetorical argument 1500-2500 word count

### ***\*\*\*Thanksgiving Break***

#### **MODULE 9 LANGUAGE, GENDER, AND CULTURE**

-November 30-December 4

-December 7-11

-December 14-18

- Rhetorical reading: gender norms, identity shifts, historical perspective
- Analyzing purpose of cultural norms, laws (Civil Rights Act)
- Examining how norms of behaviors emerge through language and social interaction -Writing in the 3 domains: narrative, expository, and argument

-"Honor Code" David Brooks

"The Transformation of Silence into Language and Action - Audre Lorde

"His Politeness Is His Her Powerlessness" - Deborah Tannen

"Prelude: The Barbershop" -Vershawn Ashanti Young

"What Does LGBTQ+ Mean? <https://ok2bme.ca/resources/kids-teens/what-does-lgbtq-mean/>

***\*\*\*Winter Break*** December 21-Jan 1



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## MODULE 5 GOOD FOOD/BAD FOOD

January 4-January 8

January 11-Jan 13

“Attacking the Obesity Epidemic by First Figuring Out Its Cause” -Jane Brody

“Why Is Obesity a Disease?” <https://obesitymedicine.org/2017/02/08/why-is-obesity-a-disease/>

“Is Obesity a Disease or Behavior Abnormality? Did the AMA Get it Right?”

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6179496/>

-Developing Argument

Working both sides of the argument (They say, I say)

-Conducting editorial analysis

-Writing an Op-Ed

-Socratic Seminar Virtual Style

**\* FINALS January 14 & 15**

\*7 paragraph Argument; Performance-based essay using 3 of 6 articles related to any topic related to the 1st Semester Module, MLA citing; List of Works Cited.

## SEMESTER 2

### MODULE 8: JUVENILE JUSTICE

January 19-22

January 25-29

February 1-5

February 8 -11 (M-TH)



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- Exploring state and federal legal systems regarding juveniles tried as adults
- Critical thinking
- Support belief system
- Rhetorical reading from various forms of text
- Writing for Expository
- Writing for Argument, Toulmin's model
- Presenting for point-of-view
- "Startling Finds on Teenage Brains" -Paul Thompson
- "Adult Crime and Juvenile Crime System Differences"  
<https://www.sevenslegal.com/criminal-attorney/adult-crime-system-juvenile-crime-system/236/>
- "Juvenile `waiver' (Transfer to Adult Court)"  
<https://criminal.findlaw.com/juvenile-justice/juvenile-waiver-transfer-to-adult-court.html>
- "When Juveniles are Tried in Adult Criminal Court" -Kathleen Michon  
<https://www.nolo.com/legal-encyclopedia/juveniles-youth-adult-criminal-court-32226.html>
- "On Punishment and Teen Killers" -Jennifer Bishop Jenkins
- "Juveniles Don't Deserve Life Sentences" - Gail Garinger

## MODULE 12 Effects of Bullying in Society- 3 Domains of Writing: Narrative, Expository, & Argument

February 16 – February 19 (Tues - Fri)

February 22-26

March 1-5

Presentations: March 8-12    March 15-19    March 22-26

- Analyzing a complex set of ideas, individuals, and interaction of several events
- Integrating and evaluating multiple sources of information
- Addressing impact of word choice and tone
- Determining point of view
- Writing a reading-based argument (MLA evidence cited)
- Analyzing multiple aspects of a broader topic
- Working collaboratively
- Engaging in multiple Speaking & Listening activities

## \*Spring Break

## MODULE 11 DYSTOPIAN NOVEL: *Brave New World* -Aldous Huxley

Free online ebook:

[https://archive.org/details/ost-english-brave\\_new\\_world\\_aldous\\_huxley/page/n1/mode/2up](https://archive.org/details/ost-english-brave_new_world_aldous_huxley/page/n1/mode/2up)



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**April 6-9**

**April 12-16**

**April 19 - 23**

- Critical thinking; noticing language and structure of the text
- Analyzing stylistic choices in dystopian literature
- Analyzing theme and motif
- Synthesizing and responding to author's purpose and audience
- Evaluating purpose, popularity and usage of satire related to WWII sentiments
- Evaluating social and political infrastructures in history
- Writing a rhetorical analysis

### **SENIOR PROJECT Writing in 3 Domains with Synthesis presentation**

#### **4 Part -Final Exam**

Narrative                  Expository                  Argument                  Synthesis Presentation  
7 Paragraphs per Domain

**Students shall Self-select one topic of personal interest and relevance. Topics may be inspired by ERWC modules, current events or social problems, psychological or physical health issues, career choices, or other topics students may want to explore.**

**April 26 - 30**      \*Narrative  
**May 3-7**            \* Expository  
**May 10-14**        \* Argument  
**May17 - 21**        \* Synthesis Presentation  
**May 24 - 28**      \*Synthesis Presentation (con't)  
**June 3 & 4 (Finals for underclassmen)**

**\* Students must complete all 4 parts of the final project to show proficiency in ERWC. Failure to complete the essays will result in a failure to complete ERWC credits.**

**Grading:      Weighted Categories**

**Performance Based    70%**

**Formatives and practice 30%**

Synchronous and Asynchronous assignments fall into both categories as needed.





### Grading Categories

Compositions 30%

Writing Applications/rough drafts 20%

Formatives 20%

Classwork/Participation 15%

Projects/Exams 15%

Default Grading scale - District Most grades round up at .5

A+ 101 and over achieved by mastery and extra credit; no elevated cum

A: 93 – 100%

A- 90-92

B+: 87-89

B: 83-86

B- 80-82

C+: 78-79

C: 73-77

C- 70-72

D+ 68-69

D 62 -67

D- 59.5-61

F 0-59.4



- **Academic Dishonesty**
  - **Plagiarism results in a 0 and an automatic referral**
  - **Plagiarism MAY result in failing the ERWC course which places graduation at risk**
- Support/ Asking for HELP
  - Students will communicate and meet with teacher for additional support during asynchronous hours (1PM-3PM)
- Missing & Late Work Policy
  - Synchronous and Asynchronous work needs to be submitted according to specified times and deadlines
  - Students will be afforded ample time to complete assignments. If a student needs additional time, please contact teacher to make the appropriate arrangements to establish a personalized due date.
  - Students with excused absences will have the same number of days missed to make up the work.



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