**Course Syllabus**

**Expository Reading and Writing- English IV**

**Mrs. Hartman**

**Tutoring Day- Tuesdays during lunch**

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**English IV- ERWC**

**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.

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.

This course will utilize a variety of methods to capture student interest and promote understanding. Methods include, and are not limited to; class discussions, lectures, cooperative learning groups and individual projects. Writing is imperative in this course. Evaluations of student work include, and are not limited to: homework assignments, essays, vocabulary quizzes, and unit tests.

For each module students will:

**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

**Required Materials:**

MacBook (fully charged)

Readings-Handed out in class, or located online

1 Folder (to keep loose English papers and handouts from English)

Notebook (English only)- or a section in binder labeled English.

College-ruled paper

Blue or Black Pen

Red Pen

Highlighters of various colors

Post-it notes

Headphones

**Recommended Materials: (These are not required, but are very useful for this class)**

Prowritingaid.com (free version)

Hemingwayapp.com

Grammarly.com (free version)

**Grading:**

 Homework/in class work/quizzes 40%

 Tests/Essays 40%

 Semester Final Exam 20%

**First Semester:**

**Introducing Students to the ERWC**

For many students, the rhetorical approach to reading and writing embodied in the ERWC may be relatively new. This brief experience introduces students to the context, aims, and core elements of the course, as well as to its fundamental concepts and definitions. A reflective activity helps students build metacognitive awareness, establish learning goals, and frame their expectations for the course. An interactive experience engages students in the rhetorical analysis of an everyday visual text thus piquing students’ interest in the work of the course.

**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 them to the community they wish to join.

**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.”

**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.

**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.

**\*Second Semesters syllabus will be handed out at the beginning of second semester.**