

# **Course Title: CSU Expository Reading and Writing**

**Transcript Title /Abbreviation:**

a-g Expos Reading/Writing A 1E21050  
a-g Expos Reading/Writing A 1E21051

**Seeking "Honors" Distinction:** No

**Subject Area:** English

**Category:** English

**Grade Level for which this course has been designed:** 12th

**Unit Value:** 1.0 (one year, 2 semesters, or 3 trimesters equiv.)

**Is this course, or any separate section of this course, taught in an online learning environment:** No

**Is this course classified as a Career Technical Education:** No

## **Brief 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. 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. The twelve instructional modules in the ERWC-from which adopting schools select eight-to-ten-are organized by semester. Most modules include multiple reading selections on a topic, often representing different genres. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, interviews, memos, assorted public documents, scholarly studies, and other nonfiction texts. Three modules include full-length works-a work of nonfiction in semester one and two novels in semester two. Adopting schools must select one full-length work in each semester. Schools are strongly encouraged to select modules in sequence and to consider the balance of text types and writing assignments in the eight-to-ten modules they select. All modules integrate text-based grammar study with rhetorical reading and writing; schools are strongly encouraged to incorporate these lessons based on the needs of their students. 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.

## **Pre-Requisites**

English 9, 10, 11 -Recommended

## **Co-Requisites**

**Context for Course  
(Optional)**

## **History of Course Development (Optional)**

### **Textbooks**

#### **Textbook 1**

**Title:** Expository Reading and Writing Course: Student Reader

**Edition:** 2nd

**Publication Date:** 2013

**Publisher:** California State University Press

**Author(s):** CSU Expository Reading and Writing Course Advisory Committee

**URL Resource:**

**Usage:** Primary Text

Read in entirety or near entirety

#### **Textbook 2**

**Title:** Into the Wild

**Edition:** 1st

**Publication Date:** 1996

**Publisher:** Doubleday

**Author(s):** Jon Krakauer

**URL Resource:**

**Usage:** Primary Text

Read in entirety or near entirety

#### **Textbook 3**

**Title:** 1984

**Edition:** Centennial ed. 2003

**Publication Date:** 1949

**Publisher:** Harcourt Brace

**Author(s):** George Orwell

**URL Resource:**

**Usage:** Primary Text

Read in entirety or near entirety

#### **Textbook 4**

**Title:** Brave New World

**Edition:** 1st

**Publication Date:** 1932

**Publisher:** HarperCollins

**Author(s):** Aldous Huxley

**URL Resource:**

**Usage:** Supplementary or Secondary Text

Read in entirety or near entirety

## **Supplemental Instructional Materials**