

## **Troy High School Course Profile**

**Course Title:** ERWC (Expository Reading and Writing Course)

**Course Prerequisites:** Refer To Registration Presentation

### **Course Description:**

The goal of 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.

Students entering this course should already have a mastery of the following concepts and possess the following skills:

- Basic MLA skills (format/research)
- Basic understanding of five paragraph essay structure
- Exposure to the differences between fiction/nonfiction texts
- General knowledge of the various domains of writing (narrative, expository, persuasive/argumentative, literary analysis)
- General knowledge of grammatical conventions
- Critical thinking and communication skills
- Collaborative skills
- Speaking skills

Workload Expectations for this course (list typical amount of homework, projects, presentations, papers, etc.):

- Homework on a daily basis (15-20min - there will be projects that may require additional time throughout the semester) Consisting of reading, watching video clips, analyzing, annotating, writing, research
- In class participation
- Presentations (group/individual)
- Collaborative in class/out class work
- Essay writing (3-4 pers semester): (because this class is weighted, if students do not turn in all essays, there is a good chance they will not pass the class)

- Reading/comprehension
- Research