

Introductory Session

Expository Reading and Writing Course

CSU Leadership Conference Summer 2019

Shirley Hargis and Marcy Merrill

Anticipation Guide

- Work independently to complete the guide.
- Discuss your answers in small groups.
- Complete the three questions on the bottom of the handout and be prepared to share.



WELCOME

The word "WELCOME" is displayed in a playful, handcrafted style on a corkboard. Each letter is cut from a different colored piece of paper and is pinned with a matching colored pushpin. The letters are: 'W' (blue with white pin), 'E' (white with red pin), 'L' (red with blue pin), 'C' (yellow with blue pin), 'O' (blue with red pin), 'M' (light green with white pin), and 'E' (red with blue pin). The letters are arranged in a slightly staggered, horizontal line across the center of the frame.

- Identifying Goals
- Why ERWC
- Learning about ERWC
- Examining Resources/Online Community
- Experiencing a Mini-Module and a Full-Length Module





Gain familiarity with background and purpose of the ERWC



Why ERWC?

High School

College

**Lack of proficiency in
ACADEMIC reading and writing**
is a major reason students need
remediation when they come to the
university.



College Readiness


*Students who perform at the College Content--Ready level in English language arts/literacy demonstrate **reading, writing, listening, and research** skills necessary for introductory courses in a variety of disciplines. They also demonstrate subject area knowledge and skills associated with readiness for **entry--level, transferable, credit-bearing** English and composition courses.*

-Smarter Balanced Assessment

System	Number of Campuses	Total Student Population	Approx. Rates of Remediation
California State University	23	484,000	30.2% first time Freshmen (19,002) in English
California Community Colleges	114	2,100,000+	74% of incoming students in English and Math

Academic Preparation

CSU The California State University



Your Guide
to College
Success

ACADEMIC PREPARATION:

Maximizing Student Success

Use this guide to understand placement in first-year General Education (GE) English and math courses for first-time freshmen and to learn about the CSU's Early Start Program.

Placement in GE A2 English/Written Communication: All Majors
Check the boxes that match your test scores and completed coursework.

Fulfilled Requirement

Advanced Placement (AP) Test Score:

- ☐ 3 or above: AP Language and Composition
- ☐ 3 or above: AP Composition and Literature

College Transfer Coursework:

- ☐ Completed college course (C- or better) that satisfies GE CSU Area A2 (written communication)

If you checked one of the boxes above, stop here. You have met the GE A2 English requirement.

If none of the criteria apply, go to the next column →

Enroll in GE English Course

CAASPP/EAP English Test Score:

- ☐ Standard Exceeded (Level 4)
- ☐ Standard Met (Level 3) and completed 12th grade approved year-long English course (C- or better)*

****New SAT English Test Score:**

- ☐ 550 or above
- ☐ 510 – 540 and completion of a 12th grade approved year-long English course (C- or better)*

ACT English Test Score:

- ☐ 22 or above
- ☐ 19-21 and completion of a 12th grade approved year-long English course (C- or better)*

High School Courses and GPA:

- ☐ Weighted GPA 3.3 or above
- ☐ GPA 3.0 or above and completion of a 12th grade approved year-long English course (C- or better)*
- ☐ GPA 3.0 or above and completion of Honors English course
- ☐ GPA 3.0 or above and 5 or more years of high school English

If you checked one of the boxes above, stop here. You will be placed in a GE A2 English course.

If none of the criteria apply, go to the next column →

*12th grade approved year-long English courses: CSU ERWC, AP, Weighted Honors English

**SAT conversion of scores prior to March 2016: <https://collegereadiness.collegeboard.org/sat-scoring-before-march-2016>



Enroll in Supported GE English Course

****New SAT English Test Score:**

- ☐ 510 – 540 and 4 or more years of high school English

ACT Test Score:

- ☐ 19-21 and 4 or more years of high school English

High School Courses and GPA:

- ☐ Weighted GPA 3.0 or above and 4 or more years of English

If you checked one of the boxes above, stop here. You will be placed in a supported GE A2 English course. Early Start Program (ESP) participation is recommended but not required.

If none of the criteria apply, go to the next column →

ESP Required Enroll in Supported GE English Course

If you did not meet any of the criteria in the first 3 columns, you are required to participate in the Early Start Program (ESP) and will be placed in a supported GE A2 English course.



What is ERWC?

Skim document. Highlight insight from document or formulate a question.

- 1) Curriculum
- 2) Community
- 3) Professional Learning

Adopted Course for Grades 11 and 12

Module Types

- Portfolio Modules (Introductory and Final)
- Mini-Modules (Choose 3 during the year.)
- Full-Length Modules including Book, Drama, Issue, and Foundational (Grade 11) that are intended to reinforce strategies or concepts introduced in Mini-Modules (Choose 5-6 during the year)

Modules for Grades 9 and 10

with Integrated and Designated ELD Support

Grade	Semester 1	Semester 2
9	<ul style="list-style-type: none">•Conscious Hip Hop•Good Food, Bad Food	<ul style="list-style-type: none">•Remembering Injustice•<i>Absolutely True Diary of a Part-Time Indian</i>
10	<ul style="list-style-type: none">•Age of Responsibility•Citizen Youth	<ul style="list-style-type: none">•<i>Things Fall Apart</i>•We Should All Be Feminists•Free Speech

Modules Available for Grades 7-8

Grade 7

- What It Takes to Be Great
- Tap vs. Bottled Water
- Helicopter Parents
- The Impact of Celebrities

Grade 8

- Social Networking or Antisocial Networking
- When is Lying Okay?
- Robots in School
- The Construction of a College Experience

A Community of Educators

- Over 1,000 high schools have adopted course (and many sites integrate ERWC modules into existing classes).
- Over 14,000 educators have participated in Professional Learning since 2004

Professional Learning (PL)

- Introductory 4-day High School PL FREE of charge
- ERWC 3.0 Update 2-day High School PL FREE
- ERWC Middle School PL (at cost)
- I3 Validation Grant with PL, Coaching and Community of Practice (2017-2021)
- NPD ELA/ELD Grant with PL, Coaching and Community of Practice

Goals and Purposes of ERWC 3.0

- Key Concepts
 - Transfer
 - Agency
 - Equity
 - Rhetorical Thinking
 - Integration of Reading, Writing, & Oral Communication
- Key Principles
- Learning Goals
- Assignment Template
- Integrated and Designated English Language Development
- Universal Design for Learning



Make sure school has enrolled students in CALPADS and adopted under UC A-G Course management portal under CSU Expository Reading and Writing.

Plan a Course Design considering genre culminating writing task, learning goals, standards, and your students' needs.

Complete 24 hours of face-to-face certification in an ERWC high school introductory course (18 hours for Middle School teachers).

REMINDERS

Make sure the students' transcripts reflect the adopted title (see above).

Adapt the curriculum to fit the needs of your students.

Teach required number of modules.

Follow requirements for adoption process at your local school districts.

Teach for transfer, ensuring that your lessons endure beyond the walls of your classroom.

Follow the Arc in your modules but don't teach "lock step."

- Official title: CSU Expository Reading and Writing
- Official abbreviation: ERWC
- Must a school use the official title?
 - Yes, if the school wants to make it easy for offices of admissions to identify the course
 - It's possible that variations will be honored but not guaranteed
- <http://www.ucop.edu/agguide/updating-your-course-list/2015-16/index.html>

The Assignment Template: The Heart of the Matter



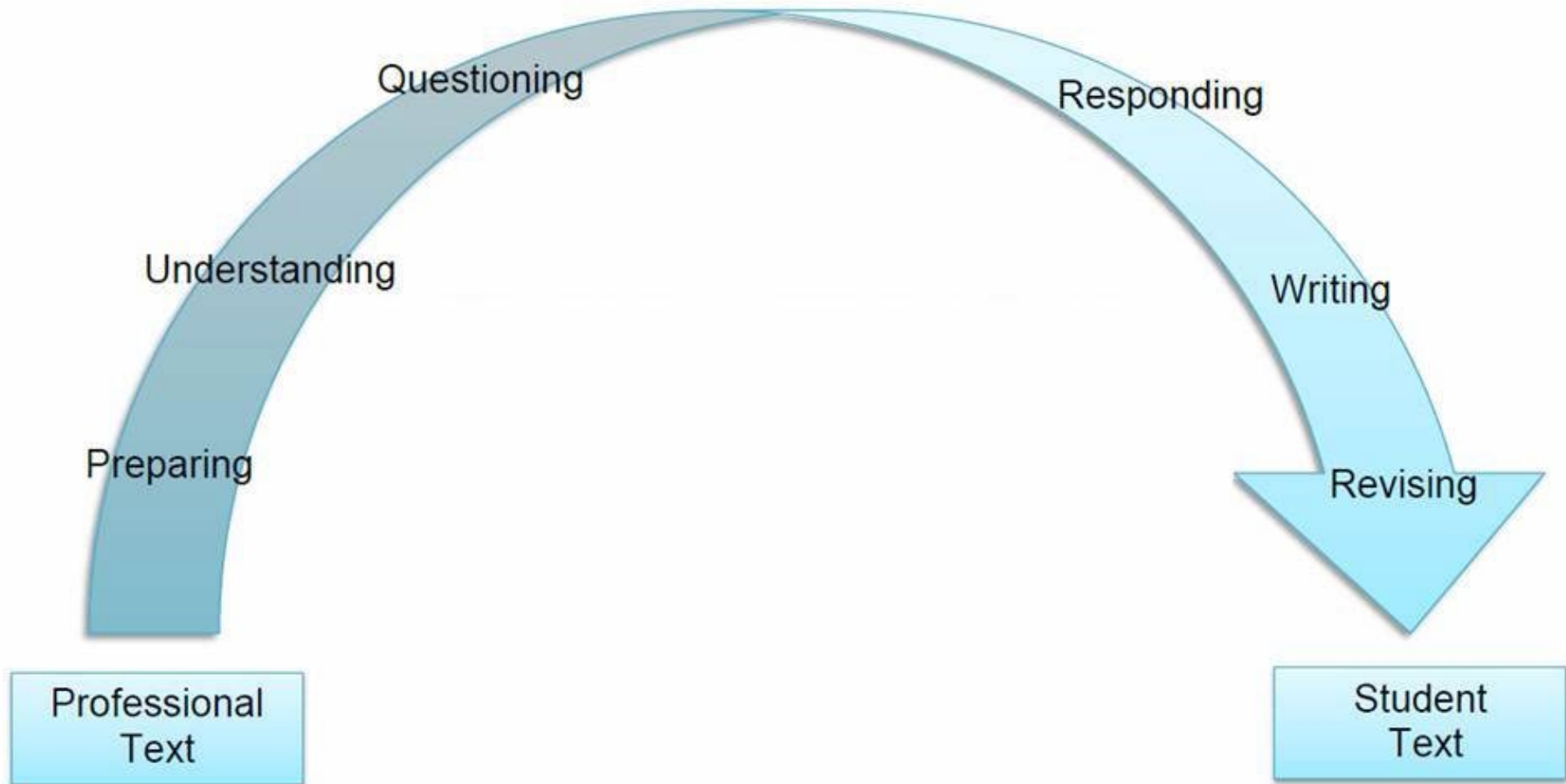
Quickly Review the Assignment Template

- How is it organized?
- What is its purpose?
- Who is the audience?
- What resources does it have for teachers?

Why an Assignment Template?

- Provides a consistent format for diverse assignment sequences.
- Provides a menu of recommended and theoretically sound pedagogical practices.
- Makes clear connections State Standards and College Academic Preparation.

The ERWC “Arc”



Resources

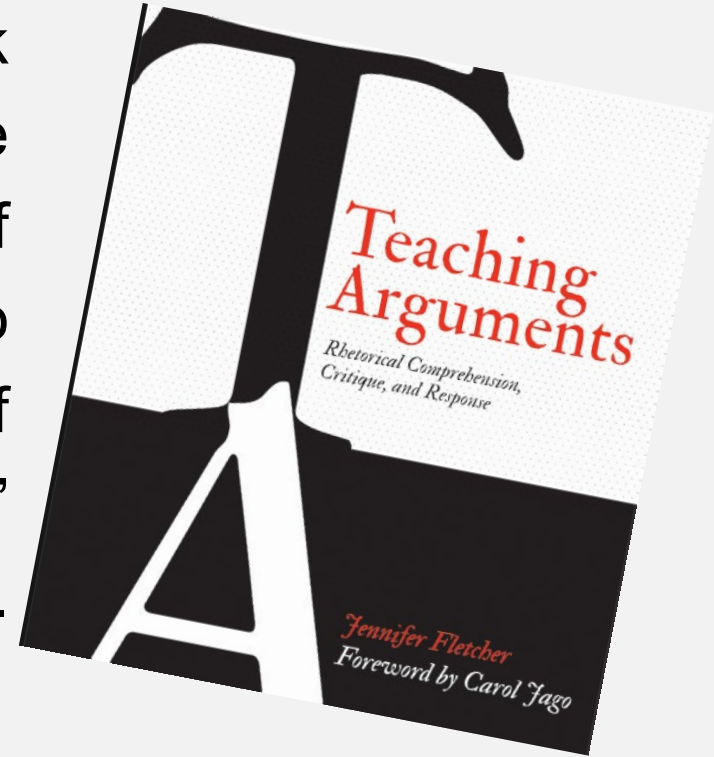
- *Teaching Arguments*
- *They Say/I Say*
- Modules and Texts
Available Online
Community
- Student Readers for
2nd Edition



“When we teach students to think about arguments rhetorically, we build up their powers of observation. We want students to pay closer attention to the acts of meaning around them [...]”
(Fletcher xvii).



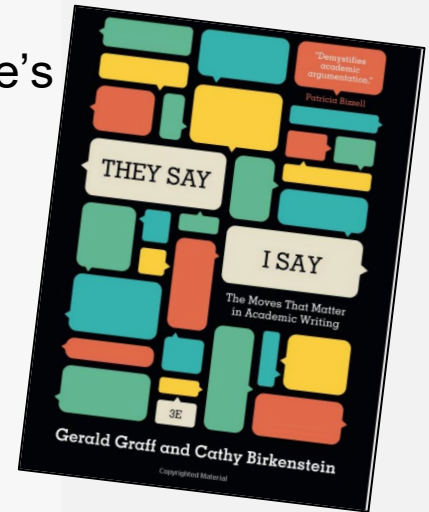
Integrating Reading, Writing, & Rhetoric



Shows students that writing well means entering a conversation, summarizing others (“they say”) to set up one’s own argument (“I say”)

Demystifies academic writing, showing students “the moves that matter” in language they can readily apply

Provides user-friendly templates to help writers make those moves in their own writing



Introducing
ERWC Online Community

<http://writing.csusuccess.org>

To create an account, use this site (but only the first time):

<https://writing.csusuccess.org/community/register>

Join today to access materials online.

- 1) Log-on to the online community.
- 2) Annotate the template to become familiar with it.
- 3) Explore the modules at your choice of grade level.

Online Resources to explore to learn more about college readiness:

EAP Web site: About the Early Assessment Program www.calstate.edu/eap/about.shtml

List of EAP Coordinators <http://calstate.edu/eap/documents/EAPRoster.pdf>

CSU Success Web site: <http://www.csusuccess.org>



**Getting Your Feet Wet
with the ERWC...
Let's Try It Out!**

