

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California**

Course of Study

**ADVANCED EXPOSITION
Classical Strand
Honors Course**

I. INTRODUCTION: COURSE DESCRIPTION

- A. Advanced Exposition, an honors course, is designed to provide the college preparatory student with the opportunity to acquire the kinds of writing skills needed to make a successful start in college. While the course will focus on the expository essay, it will provide practice in personal and other types of writing and will use reading as a prompt for class discussion and written reaction and as a model for composition.

Advanced Exposition is an upper division honors course that meets the University of California entrance requirement. In order to be enrolled in the course, students must satisfactorily pass an entrance exam designed by the English Department.

- B. Advanced Exposition addresses these District student learning outcomes which ask students to:

- #1. communicate articulately, effectively, and persuasively when speaking and writing;
- #2. read and analyze material in a variety of disciplines;
- #3. use technology as a tool to access information, analyze and solve problems, and communicate ideas.

Advanced Exposition will contribute to the attainment of the following Tam 21st Century Goals in helping students to:

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- practice self-directed learning, decision making and problem solving;

- develop respect and understanding for the diversity of our community;
 - understand individual and cultural differences;
 - take responsibility for self and community.
- C. Advanced Exposition builds on the expository writing skills students have developed in the 9-10 Core and elective program.
- D. Advanced Exposition Goals:
1. practice those skills in reading and writing which will allow the college preparatory student to acquire ideas and communicate them in standard written English;
 2. practice writing for a variety of assignments including essay examinations, out-of-class papers, and research papers;
 3. read literature that will be challenging and will provide material for both oral and written discourse;
 4. examine pieces of contemporary exposition which may be used as models for writing and/or provide material for discussion and analysis;
 5. use vocabulary developed through the study of given words and words in context;
 6. learn to use critical thinking skills in developing written material;
 7. establish the connection between writing and thinking through regular practice of the steps in the writing process.

II. STUDENT LEARNING OUTCOMES

A. Writing:

1. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
2. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
3. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology,

classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);

4. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
5. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
6. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);
7. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);
8. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).

B. Literature/Reading:

1. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);
2. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
3. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
4. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;

5. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

C. Speaking and Listening:

When speaking, students will:

1. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
2. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
3. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
4. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
5. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

1. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
2. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

D. Student Assessment

Student achievement will be assessed through a variety of indicators including weekly writing, oral presentations, peer response groups, draft work and finished papers.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to respond successfully to a given prompt, such as that used by the University of California Subject A Department.

Note: See the Advanced Exposition Resource Binder for sample assessments.

E. Course Assessment

Advanced Exposition will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teacher on a regular basis.

III. METHODS AND MATERIALS

A. Methods

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and speculation.

B. Materials

Course materials will be selected from a range of fiction, non-fiction, and poetry from noted authors; articles and essays from such periodicals as *The New Yorker*, *Atlantic Monthly*, *Harper's*, *Mother Jones* and *The New York Times*.

Text: *The Essay Connection*, Lynn Bloom, editor

Reference: E.B. White's *The Elements of Style*
McQuade, Donald & *The Writer's Presence and*
Atwan, Robert - Editors *Resources of Teaching Supplement*
Oates, Joyce Carol - Editor *The Best American Essays of the Century 20th*)

IV. GENERAL INFORMATION

Advanced Exposition is a five unit credit course open to juniors, seniors and second semester sophomores.

- A. Prerequisites. There are no course prerequisites.
- B. Requirements Met.

This course may be used in partial fulfillment of the English graduation requirement. It meets part of the District requirement for two Classic Strand courses.

This course is accepted toward the "b" or "g" requirement for UC admissions. It is also accepted for the CSU requirement.

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