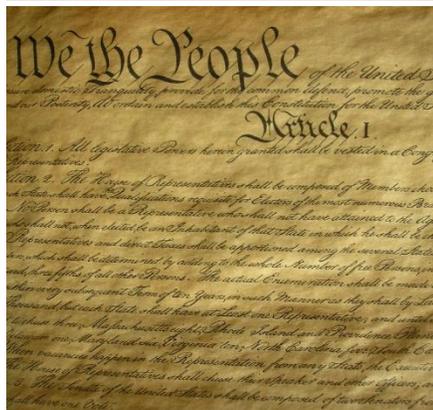
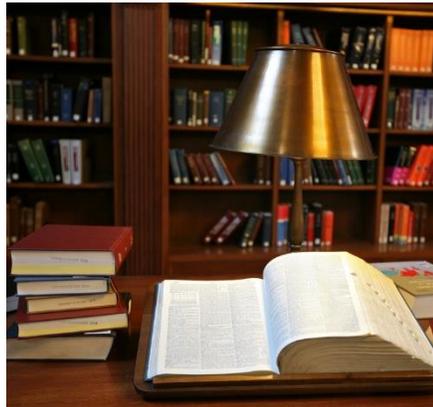




Washington State Bridge to College English Course

Introductory Materials



Includes resources from:
CSU Expository Reading and Writing Course
Odell Education for EngageNY
SREB Literacy Ready



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Washington Bridge to College English

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Washington Bridge to College English

Course Introduction

During the 2010-11 academic year, 20,575 Washington state high school graduates enrolled in the state's community and technical colleges (SBCTC). Among those, 30% were required to take at least one pre-college course in English (SBCTC). Students of color, especially Hispanics and African-Americans, were "substantially more likely than all other students to be enrolled" in these pre-college courses (SBCTC, 2012). These courses are costly and time-consuming. In addition, each pre-college course a student is required to take significantly reduces their likelihood of earning a degree (Martorell and McFarlin, Jr., 2010). By the time students appear on the community or technical college campus, it is too late for the public K-12 system to assist them in developing the skills and abilities they need to succeed in college level English and other courses. As a result, they must take costly pre-college courses and delay their engagement with many other discipline-related courses.

With the advent of the Smarter Balanced assessment system in 2014-15, however, students will now receive clearer information regarding their college readiness skills before their senior year. This assessment information will inform students and parents of students' relative readiness for college and career. Many students will enter their senior year aware that they are not yet college ready in reading and writing. In fact, the preliminary results from the spring 2015 Smarter Balanced assessments released by the Office of the Superintendent of Public Instruction in July 2015, while encouraging overall, indicate that 38% of high school juniors scored below the college readiness achievement level in English language arts. However, as this information will be available after the junior year, it is now possible to serve these students before they attend a two or four year college or university. This begs several questions, though. What do these students need? What are the crucial skills and abilities they need to develop in their senior year to be prepared for English 101 and the reading and writing challenges they will face in their first year of higher education?

In Fall 2013, high school and higher education faculty from Washington state began meeting to answer these questions. They started by identifying what it means to be college ready in reading, writing, critical thinking, and habits of mind. Using previously developed college readiness outcomes, the Common Core State Standards (CCSS), and newly generated student profiles of college readiness, faculty from across the K-16 system developed the **Bridge to College English (BCTE) Course Outcomes**. Through multiple conversations with a wide range of participants, the BCTE Outcomes were finalized by Spring 2014.

Having settled on course outcomes, teachers and curriculum designers from K-12 and higher education faculty started the process of developing the Bridge to College English curriculum. Participants considered the possibility of building all new curriculum, but since other states and regions have already developed a great deal of successful curriculum, they decided instead to examine the available models. Numerous modules and units from the California State University Expository Reading and Writing Course (ERWC), the Southern Region Education Board's Literacy Ready course, Engage NY, the Literacy Design Collaborative, and the Partnership for Assessment of Readiness for College and Career were examined, evaluated, and reviewed. Modules and units were selected by K-16 educators through a rigorous vetting process based on the reviewers' expertise, the BCTE and the Common Core State Standards (CCSS). A rubric was developed that integrated the course outcomes with the EQuIP (Educators Evaluating Quality Instructional Products) rubric. EQuIP provided evaluation tools to identify curricular alignment with the CCSS. After reviewing more than 30 modules, educators narrowed the list for module piloting.

In January 2015, interested high school teachers met for two days to review the modules and units and select one to pilot in their high school classrooms during Spring 2015. Thirty-six teachers across the state piloted a wide variety of modules in high schools large and small, rural and urban. Pilot teachers and students provided extensive feedback on the modules via webinars, face to face regional meetings, and telephone interviews with researchers. Members from the project leadership team also participated in three days of ERWC teacher training at California State University—Northridge to gain insight into ERWC and the challenges of implementing a college readiness course statewide.

In addition to examining and testing curriculum, participants from across the K-16 system collaboratively developed the Bridge to College English **Course Principles**. The Principles provide guidance for the entire program, from the day to day choices that teachers and students make in the classroom to the regional and statewide Communities of Practice that will support teachers and students. The Principles emphasize two foundational elements. First, the course outcomes provide clear guidance and goals for teachers to help students become college ready. Developed and confirmed by higher education faculty statewide, students who achieve the outcomes will be prepared to succeed in their first year college courses. Second, the **ERWC Assignment Template** provides a research-based, practitioner proven process for reading and writing success. Its components take students from the initial pre-reading stage to the editing and completion of complex writing tasks. With these foundations in place, teachers and students have the freedom to adjust and adapt the many elements of the modules to fit their needs.

While a great deal of work has been done to develop this course and its supporting documents, there is no question that the most important work of this project begins and ends with teachers and students in the classroom. Students who earn a grade of "B" or better will be granted automatic placement into English 101 at all 34 of Washington state's community and technical colleges. Students may then use their transcript to gain entrance into college-level courses across the state without the need to take a placement test or provide other test scores or documentation. In doing so, the Washington state K-16 system is placing great trust in Bridge to College teachers and students.

Teachers will not be alone in their work with this course, however. The Bridge to College project contains the structure for a powerful learning community support system. The BTCE **Communities of Practice** will connect high school teachers, college faculty, and instructional experts in an ongoing, regional partnership to foster authentic learning for all participants. Bridge Course Trainers, Bridge Team Leaders, and teachers will meet in regional teams on a regular basis to facilitate learning and provide support for all participants. These communities will provide ongoing support for teachers to improve their craft and increase student achievement of the course outcomes. While the outcomes, principles, and curriculum are powerful, there is no question that the communities of practice are the key element in the evolution of the course and the students it serves.

After countless hours of collaborative meetings among Washington state K-16 educators, the Bridge to College English course is now available. The Outcomes, Principles, and modules contained in this binder provide the foundation for teachers and students to engage in complex, meaningful learning that will prepare all students for the college and career challenges they face immediately after high school.

Martorell, Paco and Isaac McFarlin, Jr. "Help or Hindrance? The Effects of College Remediation on Academic and Labor Market Outcomes." University of Texas, Dallas, Research Center. April 2010. <www.utdallas.edu/research>

Washington State Board for Community and Technical College. "Role of Pre-College (Developmental and Remedial) Education: 2009-2010 Public High School Graduates Who Enroll in Washington Community and Technical Colleges in 2010-11." December 2012. <sbctc.edu>



Washington Bridge to College

Course Code, Name and Overview Description

Bridge to College English language arts (ELA) is a year-long course focusing on the English language arts key readiness standards from Washington State's K-12 Learning Standards for English language arts (the Common Core State Standards, CCSS-ELA). The course is designed to prepare students for entrance into post-secondary credit bearing courses. The course addresses lessons in critical reading, academic writing, speaking and listening, research and inquiry, and language use.

Course Name and Code: Bridge to College English language arts - #01069

Description: The course curriculum emphasizes focused reading, writing, speaking & listening, and research work based on Washington State's K-12 Learning Standards for English language arts (the Common Core State Standards, CCSS-ELA). This course will develop students' college and career readiness by building skills in critical reading, academic writing, speaking and listening, research and inquiry, and language use as defined by the CCSS-ELA for high school. Students will engage with rigorous texts and activities that support the standards' additional goals of developing the capacities of literacy, including deepening appreciation of other cultures, valuing evidence and responding to varying tasks across content areas, and navigating technology to support their work. Students will learn to evaluate the credibility of information, critique others' opinions, and construct their own opinions based on evidence. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, and independent thinking while reading unfamiliar texts and responding to them in discussion and writing. The course will also develop essential habits of mind necessary for student success in college, including independence, productive persistence, and metacognition. In addition, for those seniors who scored in Level 2 on the Smarter Balanced 11th grade assessment, the *Bridge to College English Language Arts (ELA)* course offers an opportunity (with a B or better course grade) to automatically place into college-credit courses when entering college directly from high school.

This course must be taught using the Bridge to College English language arts curricular materials along with the appropriate course name and course code (see above).

All teachers teaching the course in 2015-16 and 2016-17 must participate in the year-long professional learning program described in this course binder.



Washington Bridge to College

Bridge to College Course Student Profile

The Bridge to College courses in mathematics and English language arts address key learning standards from Washington State’s new K-12 learning standards (CCSS) as well as essential college-and-career readiness standards agreed upon by both higher education faculty and k-12 educators. The course will also develop students’ essential habits of mind necessary to be successful in college. Students completing these courses will be equipped to engage in college-level work in English or mathematics.

Students in this course should:

- Have successfully completed junior core courses (English 11 or Algebra 2)
- Have identified an interest in postsecondary education in their beyond high school plan
- Seek to strengthen their literacy skills to successfully engage in college-level coursework but have enough skills that it is feasible to become college-ready in one year of instruction
- Be on track to graduate on time

In addition, students who have scored in the Level 2 range on the Smarter Balanced 11th grade assessment and who get a B grade in this course will qualify for automatic placement into college Composition course in participating Washington higher education institutions (including all public colleges and universities).

See the table on the next two pages for specific descriptors of skills and abilities to further assist you when making enrollment decisions. These descriptions are from the Smarter Balanced Assessment Consortium “threshold” Achievement Level Descriptors—see <http://www.smarterbalanced.org/achievement-levels/> for details.

Important Notes:

1. Currently the course does not qualify as a Collection of Evidence Course.
2. The Bridge to College English course was not approved on a statewide basis as a core course for the purposes of the NCAA. Each school offering the course will need to follow the standard NCAA process to request approval.
3. **Community and Technical College Agreements:** Beginning in fall 2016, seniors who completed the Bridge course with a B grade or better *and* scored at Level 2 on the Smarter Balanced 11th grade assessment, will be considered college-ready by Washington community and technical colleges and permitted to enroll in an entry college-level English course (English Composition or its equivalent) with no remediation or additional placement testing required.
4. **Baccalaureate Requirements:** To meet the minimum admissions requirements for state baccalaureate institutions, students need to pass four (4) credits of English, determined by the Washington Student Achievement Council (College Academic Distribution Requirements (CADR), 2014). This course qualifies to meet these admission requirements.

Students just entering LEVEL 2 should be able to:	Students just entering LEVEL 3 should be able to:
<p>Reading</p> <ul style="list-style-type: none"> ● Identify key textual evidence to attempt to support simple inferences, analysis, interpretations or conclusions. ● Provide a simple summary of key events and/or details of a text. ● Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text. ● Analyze some interrelationships of literary elements in texts of low to moderate complexity. ● Identify and determine meaning and impact of figurative language. 	<p>Reading</p> <ul style="list-style-type: none"> ● Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity. ● Summarize themes and some analysis of thematic development over the course of the text using relevant details. [In informational texts] summarize central ideas, topics, key events, or procedures using sufficient supporting ideas and relevant details. ● Apply sufficient reasoning and a range of textual evidence to justify most inferences or judgments made about texts. [In informational texts] apply reasoning and a sufficient range of textual evidence to justify analyses of author’s presentation of moderately complex information. ● Adequately analyze interrelationships among literary elements within a text or multiple interpretations of text (including texts from the same period with similar themes, topics, or source materials). ● Partially analyze the figurative (e.g., euphemism, oxymoron, hyperbole, paradox) and connotative meanings of words and phrases used in context and the impact(s) of those word choices on meaning and tone.
<p>Writing</p> <ul style="list-style-type: none"> ● Use minimal support and elaboration when writing brief informational/explanatory texts. ● Produce argumentative texts and attempt to acknowledge a counterclaim. ● Demonstrate some awareness of audience and purpose when writing. ● Pay limited attention to word choice and/or syntax. ● Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message. 	<p>Writing</p> <ul style="list-style-type: none"> ● Apply some strategies when writing or revising brief informational/explanatory texts to develop a topic by organizing ideas, using appropriate language to maintain a suitable focus/tone, and including some relevant supporting evidence. ● Write full informational/explanatory texts appropriate for purpose and audience by organizing ideas, using appropriate language to maintain a suitable focus/tone, and gathering, assessing, and integrating some relevant supporting evidence from both print and digital sources. ● Write full argumentative texts to develop a specific claim by integrating some relevant supporting evidence from both print and digital sources, to develop claims and counterclaims that are appropriate for audience and purpose, to provide a concluding statement, and to use language to maintain a suitable focus/tone.

	<ul style="list-style-type: none"> ● Demonstrate attempts to use varied syntax, vocabulary (including some academic and domain-specific vocabulary and figurative language), and style appropriate to the purpose and audience when revising and composing texts. ● Apply and edit most conventions of grade-appropriate, Standard English grammar, usage and mechanics.
<p>Research</p> <ul style="list-style-type: none"> ● Draw broad conclusions from source materials. ● Construct a partial or undeveloped claim with limited use of evidence. ● Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence. ● Develop an argument with a claim and minimal support. 	<p>Research</p> <ul style="list-style-type: none"> ● Select from and adequately analyze sources from a variety of perspectives and present findings. ● Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation. ● Search for relevant authoritative information and evaluate the uses and limitations of source material. ● Generate a specific debatable claim or main idea and cite some relevant evidence.



Washington Bridge to College English

Course Outcomes¹

Students who complete the Bridge to College English course should be able to:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCSS.RL & RI.1²)
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCSS.RL & RI.2)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS.W.5)
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS.W.4)
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS.L.1)
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCSS.SL.1)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (CCSS.RL & RI.8)
- Write reading-based arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS.W.1)
- Develop academic/analytical essays that are focused on a central idea and effectively organized. (CCSS.W.2)

In the context of addressing these essential standards, the Bridge to College English course will require that students exhibit the following habits of mind:

- They become self-directed learners who can engage in academic tasks independently.*
- They demonstrate “grit” and persistence during academic tasks.
- They demonstrate metacognitive awareness.
- They respond to the varying demands of audience, task, purpose, and discipline.*
- They comprehend as well as critique.*

¹ These outcomes are not meant to be comprehensive; instead, they are identified as the essential outcomes for the Grade 12 transition course developed by college and high school faculty as part of the Washington Core to College project.

² The codes reference specific Common Core State Standards (e.g., RL= “Reading: Literature”); see <http://www.corestandards.org/ELA-Literacy/> for more details.

**From the Introduction to the Common Core State Standards*



Washington Bridge to College

Bridge to College English Course Guiding Principles

Student-centered in Design and Implementation

This course provides students an opportunity to become college-ready. It is designed to build on students' capacity for growth and nurture habits of mind, in addition to addressing necessary areas for improvement.

Habits of Mind are Integral to College and Career Success*

Independence, grit, resilience, persistence, and metacognitive awareness, among others, are crucial for college and career success. Therefore, specific instruction in habits of mind is identified in the course outcomes and will be integrated throughout the course.

Course Outcomes Emphasize College and Career Readiness*

Course materials were selected and adapted based on the essential college readiness outcomes identified and developed by Washington state educators. The materials are aligned with the Common Core State Standards and Washington community and technical college developmental and pre-college English course outcomes.

Teacher is the Professional in the Room

We place an emphasis on professional choice at all times. Individual teachers make choices within the modules to implement lessons based on the students in their classroom and their professional expertise.

Fidelity to the Template, Not the Topics

The course uses the CSU Expository Reading and Writing Course Assignment Template as its theoretical and practical foundation. Teachers should adhere to the foundation of the template, but are not required to follow each activity in each module in lock step. In addition, teachers should not allow the specific module topics to overtake the focus on reading and writing skills in the course.

Course Assessments

The curriculum contains high quality assessments that will create opportunities for students to produce artifacts leading to college readiness. The formative and summative assessments in the course will be ongoing, meaningful, and relevant.

Driven by Communities of Practice (CoPs)

This course creates opportunities to form authentic partnerships between K-16 educators on a regional level. These partnerships will focus on meaningful conversations around student learning, assessment, course outcomes, and instructional strategies. The course will evolve and change as practiced. Students, teachers, and communities of practice will provide ongoing feedback on all aspects of the course for continual improvement and revision.



Washington Bridge to College English

Bridge to College English Outline

Bridge to College English will use the California State University Expository Reading and Writing Course Assignment Template as its theoretical and practical foundation. In each module, students should engage in a reading process that moves through stages of pre-reading, reading, and post reading. They must then connect their reading to their writing by discovering what they think and entering the conversation established by the readings. The writing process will then lead to a significant writing task requiring multiple drafts and strategies. Regardless of topic or content, students must use these processes repeatedly to develop college readiness skills.

Course Models

Bridge to College English requires that students complete six of the thirteen modules from the list below. Two of the six modules selected must include book length texts, including one novel (*Ubik*, *1984*, or *Brave New World*) and one nonfiction text (*Into the Wild* or *The Shallows*). Books must be read in their entirety. Teachers may select modules using any of the three structures below. First, a semester model is provided that allows teachers to divide the year into two equal parts with one book length text in each part. Second, an annual model is provided for teachers who want to select and sequence models in a year-long structure. Finally, three thematic models are provided that meet the module requirements and organize texts based on topics and content. As long as six modules are selected and two of the modules include a novel and a book length nonfiction text, teachers may select any modules and sequence them any way they see fit.

Semester Model

Semesters (may be sequenced AB or BA)	Modules
Semester A	Choose two of the following: <ul style="list-style-type: none"> • ERWC: Bring a Text You Like to Class • ERWC: To Clone or Not to Clone • Engage NY: Evidence Based Claims • ERWC: Racial Profiling Choose one of the following: <ul style="list-style-type: none"> • SREB: <i>Ubik</i> • ERWC: <i>1984</i> • ERWC: <i>Brave New World</i>
Semester B	Choose two of the following: <ul style="list-style-type: none"> • ERWC: Rhetoric of the Op-Ed Page • ERWC: Good Food, Bad Food • ERWC: Language, Gender, Culture • ERWC: Juvenile Justice Choose one of the following: <ul style="list-style-type: none"> • ERWC: <i>Into the Wild</i> • SREB: <i>The Shallows: What the Internet is Doing to Our Brains</i>

Annual Model

Modules
<p>Choose four of the following:</p> <ul style="list-style-type: none"> • ERWC: Bring a Text You Like to Class • ERWC: To Clone or Not to Clone • Engage NY: Evidence Based Claims • ERWC: Racial Profiling • ERWC: Rhetoric of the Op-Ed Page • ERWC: Good Food, Bad Food • ERWC: Language, Gender, Culture • ERWC: Juvenile Justice <p>Choose one of the following:</p> <ul style="list-style-type: none"> • SREB: <i>Ubik</i> • ERWC: <i>1984</i> • ERWC: <i>Brave New World</i> <p>Choose one of the following:</p> <ul style="list-style-type: none"> • ERWC: <i>Into the Wild</i> • SREB: <i>The Shallows: What the Internet is Doing to Our Brains</i>

Thematic Models

<i>Impact of Technology</i>	<i>Social Justice</i>	<i>Individual and Society</i>
Modules	Modules	Modules
<p>Use all of the following:</p> <ul style="list-style-type: none"> • ERWC: To Clone or Not to Clone • ERWC: Racial Profiling • ERWC: Rhetoric of the Op-Ed Page • ERWC: Good Food, Bad Food • SREB: <i>The Shallows: What the Internet is Doing to Our Brains</i> <p>Choose one of the following:</p> <ul style="list-style-type: none"> • SREB: <i>Ubik</i> • ERWC: <i>1984</i> • ERWC: <i>Brave New World</i> 	<p>Use all of the following:</p> <ul style="list-style-type: none"> • Engage NY: Evidence Based Claims • ERWC: Racial Profiling • ERWC: Language, Gender, Culture • ERWC: Juvenile Justice <p>Choose one of the following:</p> <ul style="list-style-type: none"> • SREB: <i>Ubik</i> • ERWC: <i>1984</i> • ERWC: <i>Brave New World</i> <p>Choose one of the following:</p> <ul style="list-style-type: none"> • ERWC: <i>Into the Wild</i> • SREB: <i>The Shallows: What the Internet is Doing to Our Brains</i> 	<p>Use all of the following:</p> <ul style="list-style-type: none"> • Engage NY: Evidence Based Claims • ERWC: Racial Profiling • ERWC: Language, Gender, Culture • ERWC: Juvenile Justice • ERWC: <i>Into the Wild</i> <p>Choose one of the following:</p> <ul style="list-style-type: none"> • SREB: <i>Ubik</i> • ERWC: <i>1984</i> • ERWC: <i>Brave New World</i>

Module Summaries

ERWC: Bring a Text You Like to Class

This module focuses on helping students understand what they already know about reading and literacy but may not be aware that they know. Drawing on their own curiosity and expertise (hobbies, after-school activities and interests), students bring out-of-school texts that are meaningful to them into the classroom for exploration, appreciation, and study. Bringing texts from their personal lives into the classroom helps students make conscious connections between in-school and out-of-school literacies and encourages them to see how having a literate identity actually bridges in-school and out-of-school worlds.

ERWC: To Clone or Not to Clone

This unit could occur at the end of a larger unit on genetics in a biology course or as a unit in an English or journalism course. Although it is designed for the beginning of eleventh grade, it could be used for science as early as ninth grade with proper scaffolding and ample background information. The extra readings are included to provide background information for students. The module, which will take approximately two weeks to complete without the supplementary readings, focuses on types of genetic technologies with an emphasis on cloning and stem cells, both their uses and the controversy associated with them.

EngageNY: Evidence Based Claims

The unit's pedagogy and instructional sequence are based on the idea that students (and citizens) must develop a "mental model" of what effective – and reasoned – argumentation entails, to guide them in reading, evaluating, and communicating arguments around issues to which there are many more than two sides (i.e., most issues in our world today). The unit therefore focuses on learning about and applying concepts communicated through terminology such as issue, perspective, position, premise, evidence, and reasoning. Thus, the unit provides numerous opportunities to build students' academic vocabularies, while emphasizing close reading and research skills, critical thinking, evidence-based discussion, collaborative development, and an iterative approach to writing.

ERWC: Racial Profiling

This module has been designed to provoke students to take a stand on the controversial topic of racial profiling. The issues surrounding this topic are complex and entangled in related subjects to the extent that a change in one area might dramatically affect other claims in an argument. The module will help students discover the academic moves Bob Herbert makes in his professional essay so that they can use similar strategies in their own essays. As students work through the activities in each section of this module, they will be prompted to articulate what they have discovered so they understand metacognitively how to develop an argument by deconstructing an article that demonstrates the effective use of all three persuasive appeals for a single purpose.

SREB: *Ubik*

The second English unit involves students in reading Philip K. Dick's novel *Ubik* as well as a number of related supplemental texts. Students will practice the following reading skills with an English disciplinary focus: close reading, summarizing plot and character development, interpretation of rhetorical patterns and developing interpretive questions. Throughout the reading of the novel, students will practice skills needed for writing a literary argument essay, including developing a strong thesis, developing mini-claims related to the thesis, collecting and presenting evidence to support a thesis,

embedding source material and citing sources. The culminating project of the unit will require students to choose one of three thematic prompts on *Ubik* to draft, revise and edit a literary argument essay. A potential extension to this culminating project is a three-way debate and discussion.

ERWC: 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 to 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 sections 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.

ERWC: Brave New World

This is a twelfth grade module designed for middle to late in the second semester. It could be used in place of the 1984 module, before it, or after it. This module explores Aldous Huxley's dystopian science fiction novel *Brave New World*. It opens with some quotations from Neil Postman's book, *Amusing Ourselves to Death*, which argues that while our society seems to have avoided the ominous authoritarian state of Orwell's 1984, we are actually more in danger from succumbing to the hedonistic but mindless pleasures of *Brave New World*. While the 1984 module incorporates several additional texts, this module sticks to the novel itself, making it slightly less complex and time-consuming. 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.

ERWC: Rhetoric of the Op-Ed Page

This assignment sequence uses five texts. "Three Ways to Persuade" presents the Aristotelian concepts of ethos, logos, and pathos in an accessible way so your students can understand and use these concepts in their own writing and rhetorical analysis. This text is used to prepare your students to analyze "A Change of Heart About Animals," which presents summaries of a number of scientific studies of animal behavior and argues that science is showing us that animals are far more like humans than we used to think. Victoria Braithwaite's "Hooked on a Myth: Do Fish Feel Pain?" presents scientific evidence and arguments that fish in fact have the same kinds of pain receptors as humans, but that we treat them differently from other animals because we are less able to empathize with them. Finally, "Of Primates and Personhood: Will According Rights and 'Dignity' to Nonhuman Organisms Halt Research?" an online article by Ed Yong, explores some of the possible consequences of granting rights to great apes and some of the divisions in the animal rights community.

ERWC: Good Food, Bad Food

This module was developed for use in 12th grade near the middle of the year and to require three to four weeks of class time. The module was designed to evaluate three proposals that argue for different approaches to the obesity epidemic. Students analyze the proposals and consider how they were

constructed to convince their audience. They then gather additional evidence from Web sites and from a survey they design and administer. The final assignment asks them to write a proposal of their own for how to improve the eating habits of students at their school. Subsequent instruction focuses on incorporating data from their survey and revising their proposals to improve the organization and audience awareness. To edit their proposals they use an on-line readability tool that identifies difficult-to-read sentences that they then can rewrite to improve clarity and grammatical accuracy.

ERWC: Language, Gender, Culture

In this module, students interrogate gender norms and the ways social pressures enforce those norms. They begin by reflecting on their own experiences of gender-based social pressures, deepening their understandings of the relationships between language, gender, culture, and identity. They then read a transcript and view a short talk by Judith Butler, which should help to prepare them to think more carefully about the concepts in the module. In addition to asking students to reflect on a range of topics including gender, identity, race, and culture, the module readings ask students to consider how norms of behavior are enforced through language and social interaction and to analyze the ways they may have been silenced or witnessed others being silenced. The final writing assignment invites them to transform their own silences into language and social action.

ERWC: Juvenile Justice

Juvenile Justice was developed for use in the twelfth grade early in the year and will require about two to three weeks of class time. The module was designed to explore a legal issue and the way in which scientific evidence and personal observations and experience contribute to different strongly held points of view on the topic. An optional additional reading is a magazine article profiling a 30-year-old man who killed his parents as a 14-year-old and is serving a life sentence in prison. It adds one more very compelling voice to the debate about mandatory life in prison for juveniles and can be used with more accelerated students. Students practice analyzing different genres of text from a rhetorical perspective. The final on-demand assignment asks students to respond to a recent Supreme Court decision on the topic and to construct their own arguments on one or the other side. Subsequent instruction focuses on revising to improve essay focus.

ERWC: Into the Wild

This nonfiction, full-length work, *Into the Wild* by Jon Krakauer, was published in 1996. Engaging your students in this biography/story, based on Krakauer's investigation of Christopher McCandless, a young, idealistic college graduate, allows them to think deeply about human motivation and, perhaps, to begin to understand the complexity of maturity. This nonfiction work is a mystery tale, with genuine pathos that appeals to young adult readers. Students will evaluate and think about the choices McCandless had, the decisions he made, and the mistakes and misjudgments that resulted. Students will be led through the work, accompanied by a model assignment sequence that incorporates reading and writing exercises.

SREB: The Shallows: What the Internet is Doing to Our Brains

The first unit involves students in reading Nicholas Carr's informational text, *The Shallows: What the Internet is Doing to Our Brains* as well as a number of related supplemental texts. Students will examine the central text for its argument structure and will evaluate the sources and evidence used to support its argument. Students will learn to write in the genre of rhetorical précis, which involves summarization and an understanding of tone, audience and author purpose. Students will study content-rich vocabulary pulled from the central text and will learn important word learning strategies, including deciphering meaning from context, prefix/suffix/root word study, and figurative, denotative and connotative

meanings. The conclusion of the unit will involve students in collecting evidence for a stance-based synthesis essay on a topic/quote drawn from the central text, and using the central text, supplemental texts, and other sources found through library research to support their synthesis writing.

Module Summative Assessments

Modules	Assessment	Description
ERWC: Bring a Text You Like to Class	Multi-genre portfolio	For the culminating assignment of this module, students will be composing a portfolio consisting of works that represent a variety of genres all written about the topic of the text they brought in at the beginning of this module to share with the class. An important element of the portfolio is a reflective introduction.
ERWC: To Clone or Not to Clone	Persuasive letter	Imagine that a bill has just come up in the U.S. Senate that would allow the use of taxpayer money to fund both therapeutic and reproductive cloning research of all animals including humans. Write a letter to your senator expressing your approval or disapproval of this subject. Explain your reasons using current research or articles to support your views, and let your senator know how you would like her to vote, should a vote arise on the subject. You should cite evidence from the article(s) you read, from what you have learned about genetics (particularly your knowledge of how genes are influenced by environment), and from your own personal experiences.
Engage NY: Evidence-Based Arguments	Argumentative essay	From their reading and research, students are asked to craft an argumentative essay that explains and supports their position, acknowledges the perspectives and positions of others, and uses evidence gleaned through close reading and analysis to support their claims.
ERWC: Racial Profiling	Argumentative essay	Write an essay that presents your opinion on a controversial issue of your choice. Consult various media sources if you need some ideas. Begin with a debatable thesis statement. Then follow the guidelines for writing an argument essay. As you write your essay, be sure you support your claims with well-chosen evidence. If something in the

		media (such as a newspaper article, ad, or speech) inspired this assignment, attach a copy to your paper before you turn it in.
SREB: <i>Ubik</i>	Literary argument essay	Students will write a literary argument essay, using their reading of Philip K. Dick’s science fiction novel <i>Ubik</i> , supplemental texts and other research materials. They may choose one of the three prompts provided, or choose their own argument topic.
ERWC: <i>1984</i>	Literary Argument	The module provides four possible writing tasks. The first three are based exclusively on the novel. The fourth is based on the novel plus the two additional articles. In most cases, students will be making two kinds of arguments: 1) arguments about what happens in the novel and what it means and 2) arguments about what happens in real life in our own world.
ERWC: Rhetoric of the Op-Ed Page	Letter to the editor or argumentative essay	There are two writing genres and three possible writing assignments in this module. One assignment is to write a letter to the editor in response to either the Rifkin article or the Braithwaite article (if you assigned it). The second is to write an essay taking a stance toward a proposed Animal Bill of Rights. For this essay, students can draw on both the Rifkin and Braithwaite articles and any other materials they have researched for this discussion.
ERWC: Good Food, Bad Food	Persuasive proposal	For this project, you will write a proposal for how to encourage healthier eating at your school. Your proposal should address a problem that you have identified and be addressed to an audience that might help you solve the problem. Possible audiences are student government, your principal, parents of students, or the superintendent of your school district. You may want to propose changes to the food that is available to students or ways of educating them to be consumers of healthier food. You should provide a justification for the solution you propose based on your research and include at least four sources.
ERWC: Language, Gender, Culture	Speech, letter or public service announcement	Students write a speech, a letter (to an individual or organization privately or openly—that is, addressed to an individual but public), or a public service announcement

		that proposes meaningful change in their community related to the issues raised in these readings.
ERWC: Juvenile Justice	Analysis/argumentative essay	Students write an essay analyzing the issues raised by these arguments. Be sure to indicate which side you most strongly agree with. Support your position, providing reasons and examples from your own experience and observations, discussions you have participated in, and texts you have read for this module.
ERWC: <i>Into the Wild</i>	Research essay	Students are provided four potential prompts, though the teacher may alter, omit, or create their own evidence-based research essay prompt.
SREB: <i>The Shallows: What the Internet is Doing to Our Brains</i>	Synthesis essay	Students write a synthesis essay in which they develop and support a thesis based on a key idea represented in Carr's <i>The Shallows</i> .
ERWC: <i>Brave New World</i>	Argumentative Essay	The module provides four possible writing tasks, each based on themes of the novel. Regardless of the topic or task selected, students write an argumentative essay.



Washington Bridge to College

Bridge to College English Course Pacing Guide

Module	Module Length	Timing	Summative Assessment	Suggested Rubric
ERWC: Bring a Text You Like to Class	4-6 weeks	Beginning of the year	Multi-genre portfolio	Informational Rubric
ERWC: To Clone or Not to Clone	2 weeks <i>(w/o supplemental readings)</i>	Beginning of the year	Persuasive Letter	Argumentative Rubric
ENY: Evidence Based Claims	6 weeks <i>(flexibility based on text selection)</i>	Flexible	Argumentative Essay	Argumentative Rubric
ERWC: Racial Profiling	2-3 weeks	Flexible	Argumentative Essay	Argumentative Rubric
SREB: <i>Ubik</i>	6 weeks <i>(students read outside of class)</i>	Middle of the year	Literary Argument Essay	SREB: Unit Specific Rubric
ERWC: <i>1984</i>	9 weeks	Middle of the year	Literary Argument	Argumentative Rubric
ERWC: <i>Brave New World</i>	6-8 weeks	Mid-to-late 2 nd sem.	Argumentative essay	Argumentative Rubric
ERWC: Rhetoric Of the Op-Ed Page	4 weeks	Early in the year	Letter to the Editor or Argument Essay	Argumentative Rubric
ERWC: Good Food, Bad Food	3-4 weeks	Middle of year	Persuasive Proposal	Argumentative Rubric
ERWC: Lang, Gender, Culture	5 weeks	Flexible	Speech, Letter or PSA	Argumentative Rubric
ERWC: Juvenile Justice	2-3 weeks	Early in the year	Analysis or Argument Essay	Argumentative Rubric
ERWC: <i>Into the Wild</i>	6 weeks	Middle of the year	Research Essay	Argumentative Rubric
SREB: <i>The Shallows</i>	6-8 weeks	Middle of the year	Synthesis Essay	SREB: Unit Specific Rubric



Washington Bridge to College

Communities of Practice Roles and Responsibilities (English)

	Community of Practice (CoP) Roles	Communication Roles
Bridge Course TRAINERS	<ul style="list-style-type: none"> • Review and understand the core components of the course • Cultivate a deep understanding of the course framework and the frameworks of the modules (SREB, CSU, ERWC) • Identify professional learning needs and identify materials to facilitate/lead three major convenings: <ol style="list-style-type: none"> 1. August 5, 6, 7 in Wenatchee 2. November CoP day (exact date determined by your team/s—one day for each of your teams) 3. February CoP day (exact date determined by your team/s—one day for each of your teams) • Develop structures with the Bridge Team Leaders to support common CoP facilitation • Collaborate with Bridge Course Leaders to plan and outline the CoP calendar (locations/times) 	<ul style="list-style-type: none"> • Secure appropriate materials (i.e. books, photocopies, flipcharts, projectors, etc.) and logistical information for trainings and other support for CoPs to project leadership • Check in at least four times per year via email/phone with each Bridge Team Leader in assigned region • Provide a written review to ELA Leadership Team that connects themes, experiences, and reflections across regional CoP groups • Document technical assistance or troubleshooting efforts throughout the course and share with ELA Leadership Team. • Make suggestions for further changes/adaptations to the course and/or modules, and implementation efforts to ELA Leadership Team

Bridge TEAM LEADERS	<ul style="list-style-type: none"> • Set up CoP logistics (locations/times) • Identify professional learning needs for designing CoP facilitation • Research strategies/processes for engaging adult learners in meaningful CoP collaboration • Collaborate with Bridge Course Trainer to implement CoP structure • Facilitate/co facilitate 5 CoPs across the 2015-16 school year (exact dates determined per each team) <ol style="list-style-type: none"> 1. October 2. November w/ Trainer present 3. January 4. February w/ Trainer present 5. April 	<ul style="list-style-type: none"> • Provide a schedule of meeting dates/locations to your Bridge Course Teachers by September 30th, 2015 • Communicate material needs/scheduling needs to Bridge Course Trainer at least two weeks in advance of CoP meetings • Communicate with your team via email/phone to troubleshoot and collect success stories to build into each CoP • Identify local needs to share with Bridge Course Trainers
Bridge Course TEACHERS	<ul style="list-style-type: none"> • Teach modules to students • Collect student work to bring to CoP • Engage in processes of reviewing student work and/or stories to practice the implementation science related to the coursework – plan/do/reflect/act • Learn about key instructional shifts that occur in your classroom as a result of teaching this class • Think critically about the content, strategies and student learning 	<ul style="list-style-type: none"> • Attend and participate in 5 CoP days • Share successes and challenges with your Bridge Course Leader • Connect with Bridge Team Leader as questions arise
Higher Ed Partners	<ul style="list-style-type: none"> • Facilitate higher education participation in CoPs • Assist in coordination of assessment, teaching and learning activities • Attend CoP meetings • Share higher education perspective 	<ul style="list-style-type: none"> • Share project work with campus communities • Share higher ed perspectives and questions with CoPs

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