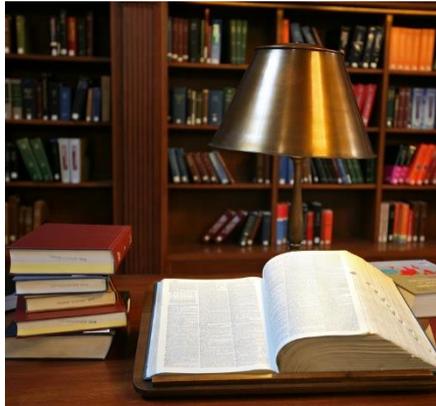




# Washington State Bridge to College English Course

## Introductory Materials



Includes resources from:  
CSU Expository Reading and Writing Course  
SREB Literacy Ready

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# Washington Bridge to College English

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# Washington Bridge to College English

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## Course Introduction

The Bridge to College project will enter its fifth year in the 2018-19 school year. More than 7000 students statewide have taken Bridge to College English in the first four years; an estimated 3000 additional students will enroll in 2018-19. Educators from across the Washington state K-16 system have worked tirelessly to create the opportunity for students to see themselves as college students and, more importantly, develop the skills, abilities, and mindset necessary to succeed when they get to college. Students and teachers consistently report that the course successfully meets these demands. The work will continue for students and teachers alike in 2018-19 as Bridge to College English adds additional locally developed modules, revises the Community of Practice structure, and continues to build bridges for its community of learners. Before discussing the exciting new changes to BTCE, let's consider how we got here.

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 2016, while encouraging overall, indicate that 24.5% 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 (BTCE) Course Outcomes**. Through multiple conversations with a wide range of participants, the BTCE 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.

After being piloted and refined, both Bridge to College courses were finalized and offered in full during the 2015-16 school year. In this first full year of implementation for the courses there were 74 districts, 114 high schools, and 210 teachers total (104 in English) offering the courses, serving almost 4000 students (based on fall enrollment numbers from OSPI). For 2016-17, 97 districts, 154 high schools and a total of 275 teachers taught the courses, with 115 of them teaching Bridge to College English.

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 **BTCE 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.

During the 2015-16 school year, K-16 faculty continued to meet to develop additional supporting documents and tools for teachers. An argumentative rubric was created for use with the summative assessments in the modules that require students to write argumentative essays. The rubric was then used in Communities of Practice to norm student writing. Sample student essays have been rated and organized to help teachers identify levels of college readiness in their classrooms.

Collaborative meetings also developed **Grading Principles** that will support teachers' classroom assessment practices in their local contexts. New modules have been developed and updated readings have been added to several existing modules.

In 2016-17, teachers used the same modules from the previous year, but talented teachers and curriculum designers from around the state were eagerly working on new modules that would use the same assignment template, but incorporate local issues and regionally engaging texts. BTCE 2017-18 included seven new modules for teachers, six of which were developed by their colleagues around the state. As a result, some less popular and less effective modules have been eliminated from the course or retired for use in a new "bridge to the Bridge" pilot program. Eight of the teachers' favorite modules are back, along with the eight new modules. A newly developed SREB module, similar to *Ubik* and *The Shallows* but focused Shakespeare's *Midsummer Night's Dream*, has been added.

Teachers will continue to work in a powerful learning community support system. The BTCE **Communities of Practice** connects 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.

The Outcomes, Course Principles, Grading Principles, assessment rubric, 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. Implementation of complex educational practices such as Bridge to College require ongoing generative structures that allow for local adaptation within the essential characteristics of the program. As a result, Bridge to College English will continue to evolve and develop with intense K-16 collaboration around the key elements of college readiness. This evolution will aid educators in helping their students navigate the complex challenges of K-16 education.

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](http://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](http://sbctc.edu)>



# Washington Bridge to College English

## Course Code, Name and Overview Description

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*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. Students who earn a grade of “B” or better will be granted automatic placement into English 101 at all participating Washington higher education institutions (as of June 2016, all 34 of Washington state’s community and technical colleges plus Eastern Washington University). 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.

### **Course Name and Code: Bridge to College English Language Arts - WA0001**

**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.

***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 for the first time in 2018-19 must participate in the year-long professional learning program described in this course binder. All returning teachers are invited and encouraged to participate in Communities of Practice.



# Washington Bridge to College English

## Bridge to College Course Student Profile

The Bridge to College course in English Language Arts addresses 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 this course should have the skills necessary to engage in college-level work in English.

Students enrolling in this course should:

- Have successfully completed a junior core course in English
- 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 (currently including all 34 community and technical colleges and Eastern Washington University).

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 <https://portal.smarterbalanced.org/library/en/elaliteracy-alds-and-college-content-readiness-policy.pdf> 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. See <https://web3.ncaa.org/hsportal/exec/homeAction> for more details or contact your school or district administrator responsible for core course submissions. Guidelines for schools submitting the course to the NCAA, along with some successful examples, will be available on the OSPI web page for the Bridge to College courses: <http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/default.aspx>
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><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Identify key textual evidence to attempt to support simple inferences, analysis, interpretations or conclusions.</li> <li>● Provide a simple summary of key events and/or details of a text.</li> <li>● Apply partial reasoning and use key textual evidence to begin to justify inferences or judgments made about text.</li> <li>● Analyze some interrelationships of literary elements in texts of low to moderate complexity.</li> <li>● Identify and determine meaning and impact of figurative language.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Cite adequate textual evidence to support most inferences made or conclusions drawn about texts of moderate complexity.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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).</li> <li>● 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.</li> </ul>

<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Use minimal support and elaboration when writing brief informational/explanatory texts.</li> <li>● Produce argumentative texts and attempt to acknowledge a counterclaim.</li> <li>● Demonstrate some awareness of audience and purpose when writing.</li> <li>● Pay limited attention to word choice and/or syntax.</li> <li>● Demonstrate some understanding of the conventions of grade-appropriate Standard English grammar usage and mechanics to clarify a message.</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● Apply and edit most conventions of grade-appropriate, Standard English grammar, usage and mechanics.</li> </ul>
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>● Draw broad conclusions from source materials.</li> <li>● Construct a partial or undeveloped claim with limited use of evidence.</li> <li>● Attempt to summarize main ideas, topics, key events, or procedures in informational texts but use limited supporting or relevant ideas or evidence.</li> <li>● Develop an argument with a claim and minimal support.</li> </ul>	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>● Select from and adequately analyze sources from a variety of perspectives and present findings.</li> <li>● Adequately analyze authoritative sources of evidence with some diversity of formats to support a presentation.</li> <li>● Search for relevant authoritative information and evaluate the uses and limitations of source material.</li> <li>● Generate a specific debatable claim or main idea and cite some relevant evidence.</li> </ul>



# Washington Bridge to College English

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## Course Outcomes<sup>1</sup>

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.1<sup>2</sup>)
- 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 or capacities as described on page 7 of the Common Core State Standards.

- 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.\*

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<sup>1</sup> 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.

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



# Washington Bridge to College English

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## 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.

### Integrity to the Essential Characteristics of the Course Design

Complex educational improvement requires integrity rather than fidelity to course design. Implementation of the course with integrity means adherence to the essential K-16 collaboratively designed characteristics of the course: the Course Outcomes, completion of six modules (two with books), one activity in each of the six parts of the BTCE Assignment Template in each module, and use of the summative assessment as is in the module.

### 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.



## Module Summaries

### **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 summative writing assessment 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.

### **BTCE: Brace for Impact!**

Writing, plus. *Brace for Impact!* has been designed to take students who already have a satisfactory foundation with expository writing and move them into writing with voice, innovation, and narrative techniques—the final stages of writerly fluency—and write recommended solutions on the environment and the climate crisis. It asks students to reach for a mature voice with a writing task that reaches for an extra commitment to a principled response to a complex issue that must be dealt with by our communities. To arrive at the place where students can write with full integrity and attention to personal expression, a wide sample of texts have been selected—ranging from classic philosophy, 20<sup>th</sup> C. politics, ethics, a brief documentary reporting on regional community activism, local community response publications, and recent environmental science reporting. Because the three Aristotelian appeals along with Mythos (Narrative) lie at the heart of the writing assignment, it is recommended that the Module be taught deeper into the school year (mid- or late-term); it can act as a great review item for these rhetorical modes because the Rubric has them embedded into the grading standards (Activity 17). The summative writing project encourages, even stresses creativity and innovation; its design tries to capture student interest and promote intriguing writing about solutions to imminent climate issues.

### **ERWC: *Brave New World***

This module is 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 summative writing assessment 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.

### **BTCE: Comics and Visual Storytelling**

"Comics and Visual Storytelling" explores what happens when people make visual images and design integral to the stories they tell. Students will consider how images—alone, juxtaposed, and in sequence—can be used to tell stories and send messages. They will explore critical vocabulary helpful for describing, discussing, and analyzing visual texts, and they will put that vocabulary into play as they read and appreciate comics and other visual texts. Along the way, they will try their hand at creating some visual narratives of their own. Much of this module is based on ideas and activities explained and explored in Fred Johnson's "Perspicuous Objects: Reading Comics and Writing Instruction," an extensive webtext. "Comics and Visual Storytelling" will take approximately six to eight weeks to complete. In the summative assessment, students create a visual text that displays many of the qualities of visual narrative that have been studied and will write a reflective essay about what they have accomplished.

### **BTCE: Dystopia**

This module allows selection of one of three texts, *A Handmaid's Tale*, *Station Eleven*, or *The Tsar of Love and Techno* for students to explore the characteristics of dystopian fiction. The module asks students to consider: What is dystopian literature? What happens when society is dismantled and rebuilt? What is a "nonlinear" text? How does a nonlinear text use flashbacks and flash-forwards as narrative technique? How does the author's choice of point of view affect you as a reader and your experience with the novel? How can we work together as a learning community to make sense of the text? For the summative assessment, students are asked to choose one of three prompts to write an analysis essay. 1. Should the needs of a single person outweigh the collective good of a group? 2. Is violence ever ethical? 3. Are the arts truly important to our society and our identity as humans?

### **BTCE: Fresh Fruit, Broken Bodies**

This significant novel by Seth Holmes offers a vital look into the migrant labor system in the United States. Themes explored include:

- Structural violence inherent in the migrant worker system
- Systemic poverty that pervades the migrant worker system
- Stereotypes and prejudices that underpin relationships among migrant workers, their employers, and the consumers who buy and eat the fruits of the migrant workers' labor
- Insights into the pathos, inequalities, frustrations and dreams punctuating the farmworkers' daily lives.

These themes (and others) are revealed through the author’s perspective as he immerses himself in the daily lives of these workers who often come illegally to this country searching for work in the vast farms of the Western states. This module presents a place-based option for teachers that encourage students to grapple with the complex issues around employing and supporting seasonal migrant workers in Washington State. A range of nonfiction texts (including the full-length novel by Spokane native Holmes) introduces students to immigration policies, the realities of border crossing, health care, labor and housing inequities, and the hierarchies of farming based on ethnicity and class. The fact that these issues are both local and, occasionally, “hot button” topics necessitates that a teacher selects this module based on his/her student demographic.

### **BTCE: Good Food, Bad Food**

This 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 summative assessment 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. The module will take 3-4 weeks.

### **BTCE: *Hamlet* and Critical Lenses: What is greatness?**

Students often find themselves loathing great literature. They wonder why people revere texts such as *Hamlet* while they hate it personally. The *Hamlet* and Critical Lenses unit invites students to read, think, write, and discuss the play outside of their personal view and consider its value from one of six critical literary theories: Formalism, Psychoanalytic, Feminism, Archetypal, Marxist, and Historicist theory. After students have read and considered the text, they will build an argument about the value of the play, which they will express in both a timed write and a formal business presentation for their summative assessment.

### **BTCE: *Hidden Figures: The Untold Stories of Perseverance and Persistence and the American Spirit***

This module will explore the historical significance of the events in the novel as well as allow students to analyze “character.” Additionally, students will examine the author’s use of rhetorical devices. Supplemental materials will be used to deepen understanding, broaden perspectives, and focus reading. The feature film can also be used to further enrich the discussions and writing while bringing in the opportunity to examine media as literature. Students will participate in speaking and listening activities as well as both formative and summative writing assignments throughout the reading. This module’s focus on perseverance and resilience ties in with *The Habits of Mind*. Perseverance and resilience are shown through the *American Spirit* and significant parts of American history (Jim Crow laws, segregation, and the Civil Rights Movement) which shaped our nation. Additionally, this module allows for the use of a feature film and examining media as literature. For the summative assessment

students will write an argumentative essay. They have several prompt choices in order to explore the topics of politics/nationalism, gender and racial inequality, persistence/hard work/perseverance, or community in detail. They can use any of the prompts to write an essay or to give a presentation with a slide show.

### **ERWC: Juvenile Justice**

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 summative on-demand assessment 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. The module will require about two to three weeks of class time.

### **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 summative writing assessment invites them to transform their own silences into language and social action.

### **BTCE: The New Space Race**

This module has been designed to provide students a deeper understanding of a contemporary issue – space travel – and specifically to explore the logistics and ramifications of America’s promise to reach Mars by 2030. This module draws on multi-genre sources that consider some of the questions, impacts, and ethics behind *why* we as a nation want (or need) to go to Mars, and *what* the effects of space travel and colonization goals could be on humans, on our nation, and even on our world. Students are asked to summarize individual texts, connect ideas within texts and respond to multiple viewpoints on the topic of space travel. The module interweaves non-fiction chapters, articles, short stories, videos, websites, poetry, and biography to create a complex, multi-layered look at space travel. The contemporary nature of the topic means that the issues considered throughout this module will evolve, allowing teachers to include new texts and information that arise about space travel. The summative assessment is an argument essay that requires students to support their position using multiple texts.

### **BTCE: *Othello***

Character traits abound in Shakespeare’s *Othello*. This module will lead students through a close reading of the play in class while focusing on one of the main characters in small groups. Students will keep a reading journal where the focus is on supporting the specific traits of their characters with lines from the play. Students will also participate in writing creative pieces to present as a group to the class based on the characteristics they have determined. The summative assessment is a character analysis essay arguing for the characteristics they have determined using lines from the play as in-text citations and block quotes.

### **BTCE: The Power of Service**

“The Power of Service” asks students to read about the value of service. Then, they are to look around their community to see where service is needed and research what they find. For the summative assessment, students create a proposal that reflects a plan of action. After the proposals are written, students create a visual aid to support a short presentation to their peers on their project idea.

### **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. The summative assessment asks the students to write an essay that presents your opinion on a controversial issue of their choice.

### **ERWC: Rhetoric of Op Ed**

This module uses several texts to develop the student’s understanding of the Aristotelian concepts of ethos, logos, and pathos so they can understand and use these concepts in their own writing and rhetorical analysis. By using models from current op-ed pages, students see how the writers use rhetoric to build their arguments. They then apply their learning in the summative assessment by writing a well-developed response to one of the op-ed articles.

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

This module 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 summative assessment asks the students to collect evidence for and write 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.

## Module Summative Assessments

Modules	Assessment	Description
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.
BTCE: Brace for Impact!	Nonfiction narrative essay	Using multiple writing stages (reading and research, planning, first draft, revising, editing, final draft and best work), write a nonfiction piece that uses the three Aristotelian Rhetorical Appeals in a narrative structure. Personal voice, anecdotes or overarching narrative, reasoning and facts, credibility, empathy—all should be recognizable to an interested, adult reader. Length: Enough to develop all components above without exceeding 2,000 words.
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.
BTCE: Comics and Visual Storytelling	Visual Text	You'll <u>create a visual text</u> that displays many of the qualities of visual narrative that we've been talking about and reading about, and you'll write a reflective essay about what you've accomplished. Your completed "text" doesn't have to be professionally slick. Your goal is to learn about visual narratives by producing one, to the best of your ability. Artistic talent might be an asset here, but it isn't necessary or required.
BTCE: Dystopia	Analysis essay	Students will be asked to choose one of the following three prompts to write an analysis essay. 1. Should the needs of a single person outweigh the collective good of a group? 2. Is violence ever ethical? 3. Are the arts truly

		important to our society and our identity as humans?
BTCE: <i>Fresh Fruit, Broken Bodies</i>	Synthesis essay	Write a two to four page (approximately 1000 words) synthesis of your position in which you develop and support a thesis based on one of four prompts (each of the prompts is based on an idea represented in Holmes' <i>Fresh Fruit, Broken Bodies</i> ).
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.
<i>Hamlet</i>	Business proposal	In a 10 minutes business presentation, make an argument about the literary merit of <i>Hamlet</i> from the perspective of your critical lens. Should we read it here in our public high school next year in class or not? Should it be required reading or shelved for a more appropriate text? Build your argument with a clear and nuanced argumentative thesis, specific examples from each act of the text, consideration of expert voices, and a clear description of what critical lens you are looking from. A business presentation is a genre that includes engaging tone, informational content, and audio-visual support. You will need to prepare two documents to succeed: <ul style="list-style-type: none"> <li>1. the presentation text (written out verbatim or with a detailed outline)</li> </ul>

		<p>2. the audio-visual element (PowerPoint, Prezi, or Google Slides)</p> <p>You and your group will present to your class and teacher.</p>
<i>Hidden Figures</i>	Argument essay	Write a multi-paragraph essay on ONE of the several prompts in which you cite specific text evidence from <i>Hidden Figures</i> (use your annotations as a starting point) as well as evidence from at least two outside sources. (Text evidence should come from different parts of the book--beginning to end--not just one or two sections. One outside source can be something read/watched in class; at least one source must be from your own research.) You must have parenthetical documentation for each source and include a Works Cited in MLA format.
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: 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.
BTCE: The New Space Race	Argument essay	Students will create their own argumentative essay from one of two writing prompts; this summative assignment requires that students support their position using multiple texts.
BTCE: <i>Othello</i>	Character analysis essay	Students will be writing a character analysis essay using one of the six major characters we have studied during our reading of <i>Othello</i> based on the following prompt:

		<p>When a person has to deal with external pressures, forces beyond his or her control, either his true character is revealed, or what already comprises his personality is magnified. <i>Othello</i> by William Shakespeare contains characters who are defined or clarified by the way that they face external forces. In a well-developed essay, select one of these characters and explain the way that Shakespeare wrote about that character's ability to deal with his or her situation. Use your notes from your reading packet to determine the best evidence to support your thesis and ideas throughout the character analysis essay. Keep in mind that you should also describe Shakespeare's use of Logos, Pathos, and Ethos as he developed the character over the course of the play.</p>
BTCE: The Power of Service	Service project proposal and short presentation	<p>Throughout this unit, we have focused on the power of service. For this writing assignment, you are asked to consider the needs of your local community. Then, write a proposal for a service project to meet one of these needs. This proposal should have a clear purpose and be shaped to meet the needs of your intended audience. Once the proposal is written, you will create a short presentation that reflects your project proposal. This presentation should have a clear purpose, be shaped toward a specific audience, and contain a clear message.</p>
ERWC: Racial Profiling	Argumentative essay	<p>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.</p>
ERWC: Rhetoric of the Op Ed	Letter to the editor	<p>Do you think animals need a "Bill of Rights"? Would such a law go against centuries of</p>

		<p>human culture? Would it increase the cost of food? Would it hinder medical research? Would it cause other problems? Write a well-organized essay explaining the extent to which you agree or disagree with the idea of creating a Bill of Rights for animals. Develop your points by giving reasons, examples, or both from your own experience, observations, and reading.</p>
<p>SREB: <i>The Shallows</i>: What the Internet is Doing to Our Brains</p>	<p>Synthesis essay</p>	<p>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>.</p>



# Washington Bridge to College English

## Communities of Practice Roles and Responsibilities

	Community of Practice (CoP) and Training Roles	Communication Roles
<b>Bridge Course Leaders</b>	<ul style="list-style-type: none"> <li>Review and understand the core components of the course</li> <li>Cultivate a deep understanding of the course framework and the frameworks of the modules (SREB, CSU, ERWC)</li> <li>Identify professional learning needs and identify materials to <b>facilitate/lead</b> trainings and regional CoP meetings. These may include the summer training institute, regional CoP meetings, and trainings in-person or virtually.</li> <li>Although specific content may be determined by regional leaders based on the needs of their CoPs, the general plan for CoPs and trainings follows this general structure:   <b>CoP sessions:</b> October, January, April  <b>Training sessions:</b> November, February   <b>CoP sessions</b> generally focus on reflective practice (What worked well? What did not? What will I do similarly/differently next time?) and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Secure appropriate materials (i.e. books, photocopies, flipcharts, projectors, etc.) and logistical information for trainings and other support for CoPs to project leadership</li> <li>Provide a schedule of meeting dates/locations to Bridge Course Teachers</li> <li>Communicate with your Bridge Course Teachers via email/phone to troubleshoot and collect success stories to build into each CoP</li> <li>Communicate with ELA Leadership Team agendas, current needs, successes, and concerns</li> <li>Document technical assistance or troubleshooting efforts throughout the course and share with ELA Leadership Team</li> <li>Make suggestions for further changes/adaptations to the course and/or modules, and implementation efforts to ELA Leadership Team</li> </ul>

	<p>(looking at student work, norming scoring, sharing ideas and resources).</p> <p><b>Training sessions</b> generally focus on new learning and practices to teach the course. These will be planned by the leaders but may be presented by course leaders, higher ed partners, and/or K-12 teachers.</p>	
<b>Bridge Course TEACHERS</b>	<ul style="list-style-type: none"> <li>• Teach modules to students</li> <li>• Collect student work to bring to CoP</li> <li>• Engage in processes of reviewing student work and/or stories to practice the implementation science related to the coursework – plan/do/reflect/act</li> <li>• Learn about key instructional shifts that occur in your classroom as a result of teaching this class</li> <li>• Think critically about the content, strategies and student learning</li> </ul>	<ul style="list-style-type: none"> <li>• Attend and participate in 5 CoP days</li> <li>• Collaborate with other Bridge Course Teachers</li> <li>• Share successes and challenges with your Bridge Course Leader</li> <li>• Connect with Bridge Team Leader as questions arise</li> <li>• Use the Canvas site to share ideas with Bridge Course Teachers across the state</li> </ul>
<b>Higher Ed Partners</b>	<ul style="list-style-type: none"> <li>• Facilitate higher education participation in CoPs</li> <li>• Assist in coordination of assessment, teaching and learning activities</li> <li>• Attend CoP meetings</li> <li>• Share higher education perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Share project work with campus communities</li> <li>• Share higher ed perspectives and questions with CoPs</li> </ul>

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Bill Moore, State Board for Community and Technical Colleges  
Kathe Taylor, Office of Superintendent of Public Instruction  
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