

El Monte Union High School District

March 2020

Course Outline

High School District

Title: CSU Expository Reading and Writing (11th)

Transitional* (Eng. Dept. Only)

Sheltered (SDAIE)* Bilingual*

AP** Honors**

Department: English

Grade Level (s): 10-12 11

Semester Year X

Year of State Framework Adoption 2019

This course meets graduation requirements:

- (X) English
- () Fine Arts
- () Foreign Language
- () Health & Safety
- () Math
- () Physical Education
- () Science
- () Social Science
- () Elective

This course fulfills the following “a-g” requirement:

“b”- ELA

Department/Cluster Approval

Date

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*Instructional materials appropriate for English Language Learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s):

Completion of 10th grade English course (Recommended)

2. Short description of course which may also be used in the registration manual:

The grade 11 Expository Reading and Writing Course (ERWC) engages students in the discovery of who they are as persons, the realization of the ways in which they can participate in society, and their development as critical consumers and effective communicators within society. Teachers and schools build and personalize the yearlong course by selecting from approximately 35 modules (instructional units) to meet rigorous, college-preparatory learning goals in reading, writing, listening, and speaking for all students while promoting student interest and

motivation. Employing a rhetorical, inquiry-based approach that fosters critical thinking, student agency, and metacognition, the course includes five to six full-length modules drawn from four categories: 1) American foundational documents; 2) American drama; 3) full-length books; and 4) contemporary issues (two to three modules). In addition, the course includes two short portfolio modules and at least three mini-modules that address transferable skills applicable to conceptual development and practice across all modules, e.g., genre awareness, goal setting and self-assessment, rhetorical situation, Aristotelian appeals. The core structure of all the modules—the Assignment Template—progresses along an “arc” from reading rhetorically (preparing to read, reading purposefully, and questioning the text) to preparing to respond (discovering what you think) to writing rhetorically (composing a draft, revising rhetorically, and editing). By the end of the course, students will have read a range of literary and nonfiction text genres and produced 10-12 culminating projects, including academic essays, creative writing and performances, and multimedia presentations/research reports, from initial draft to final revision and editing.

Note: The course materials listed with this submission represent the materials from a sample sequence of 11 modules for the categories as described above; they do not represent all possible course materials.

3. Course Content

American Foundational Document Module (Category 1)

The three American foundational document module selections include the following: “The Big Breakup: The Declaration of Independence”; “*March* and the Civil Rights Movement, Then and Now”; and “Speech in America.” Students read and analyze texts such as the Declaration of Independence, the Bill of Rights, Lincoln’s Second Inaugural Address, or the Gettysburg Address, in conjunction with Web sites, videos, a graphic novel (*March, Book Three*), or other contemporary articles related to the themes of the selected module. In each module, students relate historical American documents to issues of the day and synthesize their understandings to create an argument for the role the Declaration of Independence should have in our society today; what the civil rights movement should look like today; or students identify an action to solve a problem in the school, community, or world.

Unit Assignment:

Sample Assignment from “The Big Breakup: The Declaration of Independence”

Activity 28: Considering Your Task and Your Rhetorical Situation

What is or should be the role of the Declaration of Independence in our country today? Taking into account the survey your class did in Activity 17, the two articles from the *Washington Post*, and the text of the Declaration itself, write an essay in which you define the role that the Declaration should have, support why it should have this role, and discuss some concrete things that could be done to achieve it.

There are many different positions that could be taken. One could argue, for example, that the Declaration achieved its purpose at the time, but now that we are a separate country, its job is done. On the other end of the spectrum, one could argue that it expresses the hopes and dreams of our country and should be remembered and consulted by everyone. If the latter is the case, both Gerson and NPR have suggested ways that people might keep the ideas of the Declaration in the forefront of the conversation, though their ideas may not be the best ones. Whatever position you take, support your arguments with words from the Declaration itself, from the discussions you have had in class, and from the two articles. You may also want to consider other sources.

You may find that some of the paragraphs you wrote in doing the activities in the module can be reworked to fit into your essay. Look back through your notes to see if there is material you can use.

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

- a. Students will synthesize their readings and collaborative discussions in order to take a position expressed through an argumentative essay.
- b. Written essay
- c. Students will learn to engage in collaborative discussions, synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and argue effectively in writing creating a product from initial drafting through final revision and editing using classroom technology, such as Google classroom, as appropriate.

American Drama Module (Category 2)

The two American drama module selections include “*The Crucible: A Power Play*” and “So What’s New? *Zoot Suit* and New Dramatic Potentials.” Students read and analyze one of the full-length plays and, for *The Crucible*, a supplementary article and Web sites. Students perform dramatic readings of *Zoot Suit* and view a performance online. In the culminating task for *The Crucible*, students address the use and abuse of power and write an essay evaluating a character from the play or write an essay comparing the use and potential abuse of power in the play to a more modern situation. For *Zoot Suit*, students write a third act for the play exploring a present-day iteration of one of the play’s characters.

Unit Assignment:

Sample assignment from “*The Crucible: A Power Play*”

Activity 23: Considering Your Task and Your Rhetorical Situation

For the culminating assignment in this module, you will write an essay addressing the use and abuse of power. You may choose one of two possible approaches.

Prompt 1

The Crucible presents a series of power plays between characters and groups of different status. Throughout the play, education, title, luck, age, gender, strength, wealth, and social connectedness confer power on individuals. In this essay, you will examine power brokerage—how characters get, use, and maintain power. Choose a major character from *The Crucible*, and using the French and Raven’s Five Forms of Power article, evaluate how that character assumes, utilizes, and maintains (or loses) power throughout the play. What power bases do they use? How do they use them? Could they have used a different power base to act with more humanity in the story and mitigate, or lessen, the abuse of power by themselves or other characters in the play? In what ways do cultural values or beliefs affect the ways characters use power or make choices? Make sure that you refer to your character’s development of power throughout the play. Cite your evidence from at least two acts of the play. Make sure that all your assertions are documented by correctly cited facts (quotes, paraphrases, and summaries of events/characters) from your sources, and that all assertions are supported with the quote and your rationale. The rationale should backup, or support, your assertion(s). Write your essay for a well-educated person who is familiar with *The Crucible*, but hasn’t read French and Raven’s article.

Prompt 2

Arthur Miller wrote *The Crucible* in response to his concerns about the abuses of power of McCarthyism. Explain several of the parallels Miller illustrated between McCarthyism and the Salem witch trials. Then explore potential connections between these events and a more modern situation that is timely and important to you in which power is used and potentially abused. To make your discussion of power more specific, apply concepts from French and Raven's Five Forms of Power article. What do we learn about power from your comparison? Use specific examples from the modern situation to illustrate your discussion. Write your essay for a well-educated person who is familiar with *The Crucible*, but hasn't read French and Raven's article.

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

- a. Students will engage in collaborative discussions and conduct a character analysis considering the question at issue in order to take a position expressed through an argumentative essay. *OR* Students will create a character based on a contemporary issue related to themes from *The Crucible* and write a one-act play.
- b. Written essay
- c. From this activity, students will learn to engage in classroom discussions collaboratively, conduct a character analysis, gather evidence from the text, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), develop a position, and argue effectively in writing. *OR* Students will learn to build on the themes of the play to create a character and write a narrative piece. Students learn to create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Full-Length Book Module (Category 3)

The five book modules, from which teachers/schools select one, include the following:

- The great American novel, *The Great Gatsby*
- The memoir of a young immigrant, *The Distance Between Us*
- "Service and Sacrifice" featuring the in-depth account of an important yet largely unknown civil rights figure, *Claudette Colvin: Twice Toward Justice*
- The book of linked short stories based on the Vietnam War, *The Things They Carried*;
- The story of learning, persistence, and innovation during the Malawi famine, *The Boy Who Harnessed the Wind*

Students read and analyze the selected book considering its literary and rhetorical features and questions at issue. Students typically engage in activities for of each section of the book—often with a major writing assignment at the conclusion of each. For example, *The Great Gatsby* module requires students to complete four writing assignments: a letter to Nick Carraway about the social landscape of a student's own neighborhood, an essay about Gatsby's true identity, a definitional essay about love, and an essay about how the novel has affected each student's attitudes toward literature and life.

Unit Assignment:

Sample assignment from "*The Things They Carried* and the Power of Story"

You have been analyzing, exploring, and experimenting with the original literary form that Tim O'Brien invented for *The Things They Carried*. Write a fictionalized version of an event similar to the one you have experienced, using two or more of O'Brien's writing moves to convey the felt truth of this event (the point you are trying to

make). You may want to adapt one of your letters or stories for this purpose—or choose another memory from your backpack. If you would prefer, you can reimagine an event from the life of someone you know, such as a parent or grandparent.

Simulate O’Brien’s approaches, but make this narrative your own. You might create a fictional protagonist who shares your name and write a narrative and descriptive passage about what “you” see and think and do, or you can create two or more versions of this same event that are told from multiple perspectives or with differing styles.

Be sure to use at least the following two O’Brienesque techniques in your story:

1. A central indelible (unforgettable) image or moment that conveys the strongest core of the memory or the truth of the story. This image should be revisited several times and be told with variations. See the following stories for models of a repeated central image:
 - “The Things They Carried” (death of Ted Lavender)
 - “How to Tell a True War Story” (death of Curt Lemon)
 - “The Man I Killed” / “Ambush” / “Good Form” (the killing of the “man”)
 - The “field stories in readings 6 and 7 (the death of Kiowa)
2. Repetition of the exact same phrasing or words. This could be combined with the central image, as O’Brien does in describing “the man [he] killed.”

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

- a. Students will reflect on classroom discussions and the stories read in the book and create their own narrative of an event.
- b. Written narrative
- c. Students will learn to analyze literary text and incorporate imagery and effective diction in their own narrative writing, using classroom technology, such as Google classroom, as appropriate.

Issue Module (Category 4)

The 16 issue module selections include the following:

- “Chance Me: Redefining Merit”
- “Changing Minds: Thinking About Immigration”
- “Civil Disobedience From Thoreau to Present”
- “Daily Challenge: Mental Illness in Our Lives”
- “The Danger (and Power) of a Single Story”
- “Generation to Generation: Learning from Each Other”
- “A Headache Becomes a Death Sentence: The NFL’s Arguments on the Concussion Crisis”
- “Human Impact on Climate”
- “Nonconformity: Yay or Nay?”
- “Poetry for the People”
- “Racin’ America”
- “The Really Big One” (about earthquakes or other natural disasters)
- “Rhetoric of the Op-Ed Page”
- “Segregation, Integration, Justice: Brown vs. Board of Education”

- “Teenage Sleepers”
- “What’s Next? Thinking About Life After High School”

Teachers and schools select two to three issue modules to teach. Based on the modules selected from the other categories, teachers and schools consider the balance of text genres, writing assignment types (argumentative, informative, narrative), opportunities for multimedia and oral presentations, assignment length, state standards addressed, and students’ needs and interests in order to select the most appropriate issue modules. All modules include extensive collaboration and discussion, examination of vocabulary, text-based critical thinking questions, and analysis of rhetorical effects. Many of the issue modules engage students in using technology to identify additional sources of information and most offer choices of issues and assignments that students explore beyond the initial readings and assigned activities.

Unit Assignments:

Sample assignment from “Changing Minds: Thinking About Immigration”

Activity 20: Considering Your Task and Your Rhetorical Situation

Read the writing assignments for this module and make notes in response to the questions below:

Academic Essay

Prompt 1: Changing Other People’s Minds

What can we learn from Ropeik and Machado in order to try to change the minds of people who “hold tenaciously” to myths about immigration?

Write an essay to be posted on a Web site for people interested in issues of changing minds about immigration such as the ADL Web site. Make an argument about how to go about changing peoples’ minds on controversial topics like immigration. Use evidence from Ropeik’s and Machado’s articles, from “Myth and Facts About Immigrants and Immigration,” and your own observations and/or reading.

Make clear whose ideas or words you are using by including the author’s names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class and the role the Norms for Civil Discourse that your class created, do not use the names of your fellow students.

Prompt 2: Changing My Mind

As a high school student, you may be an immigrant, from a family that includes immigrants or be surrounded by immigrants and the children of immigrants. You are inundated with information and misinformation about immigration.

Write an essay to be published in your school newspaper about how your own views about immigration have evolved in response to new information and experiences. Use evidence from both Ropeik’s and Machado’s articles and from “Myth and Facts About Immigrants and Immigration” to explain the stages in the evolution of your thinking and to argue for your current view about immigration.

You must make clear whose ideas or words you are using by including the author’s names and titles of the articles. You do not need to include in-text citations (page numbers) or a reference list. If you wish to cite discussions in class, do not use the names of your fellow students.

To prepare to write, take notes on your responses to the following questions.

- Now that you have read the texts for this module, what is your position about what it takes to change someone's mind on a controversial topic like immigration?
- What will your purpose be in writing this essay?
- Who will read your essay? How will you take into account your readers' knowledge, values, and assumptions? How will you engage in civil discourse and be respectful of alternative viewpoints?
- How will you develop your own credibility as someone knowledgeable on the subject of opinion formation and immigration at this time in our country's history?
- How will you balance your appeal to your readers' emotions with your need to provide sound factual information about immigration?

Summary: a. How will students complete the assignment? b. What will students produce? c. What will students learn?

- Students synthesize their readings and discussions to address the final writing prompt. Both prompts ask students to develop an argument.
- Argumentative writing for a Web posting or school newspaper
- Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Sample assignment from “The Danger (and Power) of a Single Story”:

Activity 22: Considering Your Task and Your Rhetorical Situation

After you listen to your teacher read the prompt, reread it and circle any unfamiliar words. Annotate the prompt with numbers indicating the steps you need to complete. Your class will work together to create a list of strategies to achieve each step.

Prompt 1: What is a dangerously narrow single story about a community you know? This can be a single story some people believe about you, your family, community, experiences, or culture. Develop a narrative (fiction or nonfiction) to help complicate this simplistic belief for a specific audience. Anticipate your audience's needs by selecting a medium, genre, and style that will invite interest and empathy.

Prompt 2: In her TED Talk “The Danger of a Single Story,” author Chimamanda Ngozi Adichie argues that stories have great power, both “to dispossess and to malign” and “to empower and to humanize.” Choose a story from this module and discuss the extent to which it functions “to dispossess and to malign” and/or “to empower and to humanize.” Does it have the power to complicate a single story for an audience that previously held a simplistic view? What are the effects of the writer's choices? If you can identify with a community represented by the story, or if you see yourself as a resistant audience, you may be able to write from personal experience about its impact.

- Students synthesize their readings and discussions to address their choice of final writing prompt. One prompt asks students to create a narrative, and the other asks them to develop an argument.
- Narrative story based on the issues addressed in the module or an argumentative essay to be presented to the class
- Students will learn to synthesize multiple perspectives, analyze writing prompts and their rhetorical situation (audience, occasion, purpose), gather evidence and develop a position, and create a written product from

initial drafting through final revision and editing, using classroom technology, such as Google classroom, as appropriate.

Mini-Module (Category 5)

The two portfolio mini-modules are “Introducing ERWC 11: Reflecting on Learning and Using Portfolios” and “Final Reflection on Learning: The ERWC 11 Portfolio.” These open and close the yearlong course.

The 13 mini-modules, from which teachers/schools select at least three to teach, include the following:

- “Introducing the Rhetorical Situation”
- “Introducing Ethos, Pathos, and Logos”
- “Introducing Genre as Rhetoric”
- “Introducing Transfer of Learning”
- “Introducing Kairos”
- “Introducing Inquiry Questions”
- “Reviewing the Rhetorical Situation”
- “Introducing Stasis Theory: Finding Common Ground and Asking Questions”
- “Introducing the Toulmin Model of Argumentation”
- “Introducing Exigence”
- “Analyzing Audience: Pathos as Inquiry”
- “Becoming Assessment Savvy”
- “The Classical Pattern of Persuasion”

These mini-modules are designed for grade 11 or 12 and take a few days to a week or two to teach. The mini-modules are intended to introduce or reinforce foundational concepts and/or strategies that are further developed in full-length course modules. Key concepts addressed in the mini-modules--sometimes referred to as threshold concepts--include the rhetorical situation (audience, purpose, occasion); Aristotelian rhetorical appeals (ethos, pathos, and logos); genre; metacognition; and transfer of learning.

The concluding mini-module, “Final Reflection on Learning,” provides opportunities for students to look back on the year’s learning and review what they’ve discovered and aspects of their reading, writing, listening, and speaking that may call for further development as they prepare for college and careers. Both the introductory and concluding portfolio mini-modules directly address elements of Universal Design for Learning, including goal setting, formative assessment, student self-assessment, and metacognition.

4. Describe how this course integrates the school’s Schoolwide Learner Outcomes (SLOs).

Empowered to think independently using reason, research, and imagination- The structure of the ERWC Assignment Template and Arc, around which each module is constructed, enables students to negotiate with professionally produced texts as they form views, arguments, and ideas of their own. The presentation of these ideas synthesizes reason, research, and imagination in student texts that clearly demonstrate high levels of engagement with meaningful texts and topics in the English Language Arts.

Adaptable to changing technologies- ERWC modules offer an array of opportunities to work with the technologies essential to literate practice, from books and pencils to google applications, video productions, and

beyond. Because students are given choices regarding representation of their ideas, claims, and evidence they have options to utilize emerging technologies in creative ways.

Literate in communicating clearly and effectively- The structure and flexibility of the ERWC course requires continuous reflection on literate practices, asking students to set their own learning goals and evaluate their progress toward them. In the Activities students often use multiple means of communication, from discussion to writing and back, in a recursive way that makes it clear to them how these are interrelated.

Ethical citizens in our global community- The 11th grade ERWC course maintains the traditional focus on American literature while incorporating issue modules which challenge students to investigate many of the topics they will be faced with as citizens in the coming decades. Furthermore, the course ensures students will have the ability to communicate using the wide variety of language practices and genres.

Smart, Resilient, and Ready- The metacognitive focus of the course builds students' confidence in expression of their own ideas and gives them the tools to enact and narrate their own success story.

5. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English Language Learners:

All ERWC instructional modules are aligned with California ELD Standards and Framework. Certain modules have been designed with comprehensive and articulated Integrated and Designated Activities to ensure success for students receiving ELD support. These modules contain additional Activities which can be worked on in a separate ELD classroom.

6. Describe the interdepartmental articulation process for this course:

The course builds on the work done in previous English courses and supports the traditional focus on American Literature meant to support the 11th grade US History requirement. In addition, the course introduces students to the types of reading and writing they can expect to encounter in college while supporting student planning and goal-setting with regard to college preparedness and the application process.

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

The course's emphasis on decision-making, clear and effective communication, and goal-setting paired with self-assessment and reflection ensures that students in the course will be college, career, and jury ready upon completion.

8. Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The Crucible: A Play in Four Acts	Arthur Miller	Penguin	2003		Yes
The Distance Between Us: A Memoir	Reyna Grande	Washington Square Press	2013		Yes
Claudette Colvin: Twice Toward Justice	Phillip Hoose	Farrar Straus Giroux	2009		Yes
“Barbie-Q” from Woman Hollering Creek	Sandra Cisneros	Random House	1992		Yes
Zoot Suit	Luis Valdez	Arte Publico Press	1992		Yes
“The Big One, Serialized” (JIGSAW TEXT)	Tom Banse	KNKX	2018	knkx.org/post/big-one-serialized	Yes
“Cathedral” from Cathedral (JIGSAW TEXT)	Raymond Carver	Alfred A. Knopf	1983		Yes
The Things They Carried	Tim O’Brien	Mariner Books	2009		Yes
“Mrs. Sen’s” from Interpreter of Maladies (JIGSAW TEXT)	Jhumpa Lahiri	Houghton Mifflin Harcourt	1999		Yes
“I Stand Here Ironing” from Tell Me a Riddle (JIGSAW TEXT)	Tillie Olsen	Dell	1961		Yes
“The State” (JIGSAW TEXT)	Tommy Orange	The New Yorker	26 Mar. 2018	www.newyorker.com/magazine/2018/03/26/the-state	Yes

Periodicals

Article title	Periodical title	Authors	Date	Website
America is Not a Normal Country	Washington Post	Michael Gerson	3 July 2017	www.washingtonpost.com/opinions/america-isnt-a-normal-country/2017/07/03/5e6b82a0-6024-11e7-a4f7-af34fc1d9d39_story.html?noredirect=on&utm_term=.ad2c8cf756ec
Some Trump Supporters Thought NPR Tweeted 'Propaganda.' It Was the Declaration of Independence	Washington Post	Amy B. Wang	5 July 2017	www.washingtonpost.com/news/the-fix/wp/2017/07/05/some-trump-supporters-thought-npr-tweeted-propaganda-it-was-the-declaration-of-independence/?utm_term=.8368e929e7f7
My Family Immigrated Here Legally. I Used to Think that Made Us Special	Washington Post	Amanda Madhado	13 Oct. 2017	www.washingtonpost.com/outlook/my-family-immigrated-here-legally-i-used-to-think-that-made-us-special/2017/10/13/ee08b130-aec6-11e7-be94-fabb0f1e9ffb_story.html?utm_term=.3105d8b60a8f
The Secret Media Lives of Teenagers	New York Times	Ana Homayoun	7 June 2017	www.nytimes.com/2017/06/07/well/family/the-secret-social-media-lives-of-teenagers.html

Scholarly Articles

Article title	Journal	Authors	Volume/ Issue/ Date	Website
Why Changing Somebody's Mind, or Yours, Is Hard to Do	Psychology Today	David Ropeik	13 July 2010	www.psychologytoday.com/us/blog/how-risky-is-it-really/201007/why-changing-somebody-s-mind-or-yours-is-hard-do

Websites

Title	Author(s)/ Editor(s)/ Compiler(s)	Affiliated Institution or Organization	URL
French and Raven's Five Forms of Power: Understanding Where	Mind Tools Team	Mind Tools	www.mindtools.com/pages/article/newLDR_56.htm

Title	Author(s)/ Editor(s)/ Compiler(s)	Affiliated Institution or Organization	URL
Power Comes From in the Workplace (adapted)			
Myths and Facts About Immigration		Anti- Defamation League	www.adl.org/resources/fact-sheets/myths-and-facts-about-immigrants-and-immigration

Primary Documents

Title	Authors	Date	URL
The Declaration of Independence	Founders of the United States	1776	
The Gettysburg Address	Abraham Lincoln	19 Nov. 1863	etc.usf.edu/lit2go/184/a-lincoln-anthology/4822/the-gettysburg-address/
Inaugural Address	John F. Kennedy	20 Jan. 1961	www.nps.gov/jofi/learn/education/upload/inaugural-address.pdf

Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publicati on
The Danger of a Single Story	Chimam anda Ngozi Adichie		TEDGlobal 2009	July 2009	www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story	Online video and transcript
A July 4th Tradition: The Declaration Of Independence, Read Aloud	National Public Radio Staff		National Public Radio	4 July 2017	www.npr.org/2017/07/04/534096579/a-july-4th-tradition-the-declaration-of-independence-read-aloud	Online audio and transcript

Other

Title	Authors	Date	Course material type	Website
Three Ways to Persuade: Integrating the Three Appeals	John R. Edlund	2017	Article written to accompany course module	writing.csusuccess.org
Transfer - A User's Guide	Nelson Graff	2017	Article written to accompany course module	writing.csusuccess.org
The Classical Pattern of Persuasion	John R. Edlund	2018	Article written to accompany course module	writing.csusuccess.org
Introduction to the Toulmin Model of Argumentation	Dutch Henry	2018	Article written to accompany course module	writing.csusuccess.org