

TRANSITION TO COLLEGE INTEGRATED READING AND WRITING

[A Literacy Model for Instruction]

College Preparatory for Transition ELAR Course

Target Students: Students who have not demonstrated college readiness as defined by HB5.

Recommended: Students who have successfully completed English I, II, and III and met the state requirement for “Level II/Satisfactory Academic Performance” on both STAAR English I and II.

Course Description as defined by (HIGHER ED PARTNERSHIP):

In this college-preparatory course, students will improve integrated critical reading and writing skills through engagement with a variety of texts across content areas and genres. As a result, students will be able to develop and express ideas clearly and effectively to communicate with various audiences for various purposes and occasions.

Course Grading Policy/TSI exemption: A student earning a grade of 75 or above will demonstrate proficiency in the course and will be eligible to enroll in an entry-level college level English composition course. A student earning a grade between 70 – 74 will receive high school credit for the course but will not have demonstrated college-readiness. An end-of-course assessment instrument for each of the College Preparatory Courses will be developed and adopted by IHE and School District to ensure the rigor of the College Preparatory Courses. This assessment will account for at least 15% and no more than 20% of the final average which will be dependent on local policy.

Course Student Learning Outcomes: The learning outcomes were designed to incorporate all of English IV TEKS/SEs, CCRS, and local college standards and can be identified per district initiatives and policies.

STUDENT LEARNING OUTCOMES

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| 1. Locate explicit textual information, draw complex inferences (e.g. inductive and deductive), monitor comprehension through practice with summary and paraphrase, make connections, analyze, and evaluate the information within and across multiple texts/genres of varying lengths. |
| 2. Comprehend and use vocabulary effectively in oral communication, reading, and writing. |
| 3. Identify and analyze the audience, purpose, and message across a variety of texts. |
| 4. Describe and apply insights gained from reading and writing a variety of texts. |
| 5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose. |
| 6. Determine and use effective communication approaches and rhetorical strategies for given reading, writing, and presentation tasks for various audiences and purposes. |
| 7. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies. |
| 8 Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim. |
| 9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose multi-paragraph, college-level writing assignments. |
| 10. Recognize and apply the conventions of standard English in reading and writing. |
| 11. Engage in extensive library research for ethical decision-making to include the following: analyze and reflect on the topic and process; evaluate resources, paraphrase, summarize, quote, and accurately cite sources; and determine the reliability, validity, and accuracy of sources among primary, secondary, and other sources. |
| 12. Demonstrate listening and speaking skills within the learning process with lectures, team-projects, goal-setting, decision-making, and evaluating the work of the group. |

Course Goal by [HIGHER ED PARTNER]:

- This course is recommended for students who require state-mandated remediation.
- In particular, this course is intended to build the foundation for the study of Freshman Composition.

Additional Public Ed Goals:

- Students are prepared to enter post-secondary coursework or careers with no additional remediation in reading and writing.
- Students experience a performance-based portfolio assessment.
- Students manage their own learning through effective self-scheduling, self-monitoring, and effective peer study groups.

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- *Reflections: Patterns for Reading and Writing (First Edition)* by Kathleen T. McWhorter
- *They Say, I Say: The Moves That Matter in Academic Writing* by Gerald Graff and Cathy Birkenstein
- *Everyday Use: Rhetoric at Work in Reading and Writing* by Hephzibah Roskelly and David A. Jolliffe
- *50 Essays: A Portable Anthology* by Samuel Cohen
- *Patterns for College Writing: A Rhetorical Reader and Guide* by Laurie Kirsznner and Stephen R. Mandell
- *Models for Writers: Short Essays for Composition* by Alfred Rosa and Paul Eschholz
- *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings* by Sylvan Barnet and Hugo Bedau
- *College Writing Skills with Readings* by John Langan
- *Reading Critically, Writing Well* by Rise Axelrod, Charles Cooper, and Allison Warriner
- *Critical Reading* by Jonathan LaMaster
- *The Language of Composition: Reading, Writing, Rhetoric* by Renee Shea, Lawrence Scanlon, and Robin D. Aufses
- *Everything's an Argument with Readings* by Andrea Lunsford, John Ruszkiewicz, and Keith Walters
- *Fusion Book 2, Enhanced Edition: Integrated Reading and Writing* by Kemper et al.

Suggested Course Online Resources:

- GenTX.org
- curriculum21.com
- successnetplus.com
- owl.english.purdue.edu
- www.tetw.org
- iTunes University