

**[School District Name]**  
**Syllabus**  
**Part II**  
**Official Course Description**

<b>SUBJECT AREA</b>	<b>English</b>
<b>COURSE RUBRIC AND NUMBER</b>	<b>[District Course Number]</b>
<b>COURSE TITLE</b>	<b>College Preparatory Integrated Reading and Writing I and II</b>
<b>COURSE CREDIT</b>	<b>1.0 Advanced English</b>

**I. Description**

Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the Memorandum of Understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s). Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. The course fulfills TSI requirements for reading and writing.

**II. Course Learning Outcomes and Objectives**

The goal of Integrated Reading and Writing I and II is to develop students as critical readers, critical writers and thinkers prepared for college success in introductory courses across disciplines.

**Upon successful completion of this course, students will be able to:**

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Set individual learning goals, and self-monitor during the learning process by articulating difficulties, identifying solutions, and asking for assistance when appropriate.
3. Determine the meaning of unfamiliar vocabulary within text by analyzing context and using appropriate resources; incorporate expanded vocabulary into oral and written communication.
4. Describe, communicate, and apply insights gained from reading and writing a variety of texts through reflection.
5. Interact with text to discover evidence of author's purpose, intended audience, tone/voice, and message across a variety of texts.

6. 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.
7. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
8. Discuss ideas in a variety of formal and informal contexts, contribute to group dialogue, and incorporate others' ideas into individual work and learning approach when appropriate.
9. Generate ideas and collect credible information relevant to the topic and purpose, incorporating the ideas and words of other writers in college-level writing using established strategies.
10. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
11. Recognize and apply the conventions of Standard English in reading and writing.
12. Collaborate with peers throughout the reading and writing process to build upon ideas, investigate a problem, explore complexities of issues, and improve writing.
13. Revise writing to increase continuity of ideas, academic tone, accuracy of communication, and clarity of purpose.

### **III. Evaluation**

- A. Students will take the Final Exam with no exemptions.
- B. Final exam weight will be determined by the ISD.
- C. The genre appropriate STAAR writing rubric will be used to score the essays:  
<http://www.tea.state.tx.us/student.assessment/staar/writing/>
- D. Students must write and receive a score of at least a 3 on the STAAR writing rubric on each of the five assigned essays.
- E. An overall grade of 75 is required for course credit. Students who receive course credit will be considered TSI exempt in reading and writing.
- F. For the attendance policy, please refer to the [school district name]'s most current Student Handbook and Code of Conduct.