



ESC REGION 9 IN COOPERATION WITH VERNON COLLEGE AND MIDWESTERN STATE UNIVERSITY

TWO LEVELS OF COLLEGE PREPARATION FOR ENGLISH LANGUAGE ARTS: INTEGRATED READING AND WRITING

**TARGET AUDIENCE:** College preparatory courses are designed to help students in the 12th grade who have not demonstrated college readiness in math or English language arts. It is recommended that the new TSI Assessment (TSIA) be used to help identify students who would benefit most from such coursework and to determine college readiness.

**PREREQUISITES:** Satisfactory performance on the English I and II STAAR/EOC examinations and successful completion of English III.

**COURSE DESCRIPTION AS ALIGNED WITH CAREER AND COLLEGE READINESS STANDARDS:** Students prepare for college-level writing by composing a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author's purpose. Reading instruction trains students to locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths. Students focus on critical reading skills for comprehension, interpretation, and analysis of texts from a variety of cultures and historical periods. TSI exemptions at the partnering institutions of higher education (IHED) may be awarded with successful completion of the course and college-ready levels of performance on the TSI Assessment.

**STUDENT LEARNING OUTCOMES AS DEFINED BY THE HIGHER EDUCATION COORDINATION BOARD'S ACADEMIC COURSE GUIDE MANUAL:**

Upon successful completion of Integrated Reading and Writing I and II, students will:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts 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 approaches and rhetorical strategies for given reading and writing situations.
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 college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

#### SUGGESTED COURSE MATERIALS:

Colleges and universities adopt textbooks to support and align departmental curricula. Area high schools have ample and relevant course materials for senior English students; however, many of the IHED curricular suggestions emerge from specifically selected course materials:

--Vernon College recommends PEARSON's *MySkillsLab* in conjunction with Kathleen McWhorter's latest editions of *In Harmony* and *In Concert*. (ISBN-13: 9780134023861 and ISBN-13: 9780134023878)

--Midwestern State University recommends PEARSON's *Everyday Use: Rhetoric at Work in Reading and Writing* by Hephzibah C. Roskelly and David A. Jolliffe, (ISBN-13: 9780205590971)

#### STUDENT PERFORMANCE GUIDELINES:

Many guidelines for student performance already exist within English departments. It is assumed that that students should be required to perform writing tasks that are consistent with the STAAR prompts for expository, analytical, and persuasive writing.

Terminology, grammatical principles, and mechanical conventions should be trained in applied ways for skill development. For example, it is appropriate for students to become familiar with literary elements through reading short stories, but their work toward college-ready status should include additional, analytical, or evaluative opportunities to think and write about how authors have used literary elements to achieve their purpose.

Students should be encouraged to take the TSIA at the end of this college preparatory course.

Several college-level standards have been published. The LEAP Value rubrics are valuable core curriculum assessments used by colleges and universities to measure their undergraduate students' attainment of core outcomes. The College Board publishes its WritePlacer scoring guidelines. Each of these rubrics provides insight into the college-ready expectations for successful completion of the writing portions of TSIA

American Association of Colleges and Schools (AACU): <http://www.aacu.org/value/rubrics/written-communication>

College Board WritePlacer Rubric: <https://professionals.collegeboard.com/profdownload/accuplacer-writeplacer-guide.pdf>