



## **Addendum I: Frameworks- College Preparatory Integrated Reading and Writing I and II**

### **ESC Region 19 in partnership with EPCC and UTEP Transition to College English – 2 Semester Course**

**Target Students:** This course is recommended for any 12<sup>th</sup> grade student whose performance on measures outlined in TEC §28.014 and the memorandum of understanding (MOU) with the partnering institution(s), indicates that the student is not on track to perform entry-level college coursework in English Language Arts. This course is designed to advance college and career readiness.

**Recommended Prerequisites:** Satisfactory performance on the English I & II STAAR/EOC examinations and successful course completion of English III.

#### **Course Description as defined by El Paso Community College and The University of Texas at El Paso:**

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. **An overall grade for semester I of 75 or higher and an overall grade for semester II of 75 indicates that the student has met the college readiness standards established by the School Districts of Region 19, El Paso Community College (EPCC), and The University of Texas at El Paso (UTEP) indicating that the student has fulfilled TSI requirements for reading and writing.**

#### **Course Goal as defined by El Paso Community College and The University of Texas at El Paso:**

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.

#### **Student Learning Outcomes & Learning Objectives as defined by El Paso Community College and The University of Texas at El Paso:**

**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.

**Optional Course Instructional Materials approved by El Paso Community College and The University of Texas at El Paso:**

**Current Textbook:** Hoeffner and Hoeffner, 2017. *Common Places*, McGraw-Hill. ISBN: 978-125996289-9

**Previous Textbook:** Rosa, Alfred and Escholz, 2012. *Models for Writers: Short Essays for Composition*, Bedford/St. Martin's. ISBN: 978-0-312-55201-5

**Online Technology Resources:**

**Course Online Resource:** *Connect* (McGraw-Hill Education) is a robust toolkit of learning resources designed with the flexibility instructors need, to unlock the potential of a diverse student population. Connect provides opportunities for both formative and summative assessment. Adaptive technology provides students with a safe place to make mistakes encouraging deliberate practice and enabling them to move one step closer to mastery.

Any software and/or online resource that enhances student learning. i.e. Grammarly, MI Write, Edgenuity, etc.

**Instructor Course Resources:**

Education Service Center Region 19 College and Career Readiness, 2014. *HB5 English College Prep Course*, Education Service Center- Region 19, <https://www.esc19.net/Page/198>. Web. 15 Jan 2016.

HB 5 College Preparatory English Resources, 2014. *TASA on iTunes U*, Texas Association of School Administrators. <http://www.tasanet.org>. Web. 09 June 2014.

Texas College and Career Readiness Support Center, 2013. *College Readiness Assignment field Testing (CRAFT)*, Educational Service Center 13. <http://txccrsc.org>. Web. 16 December 2013.

University of North Texas Academic Vertical Alignment Training and Renewal, 2011. *UNT AVATAR*, University of North Texas, <http://www.untavatar.org>. Web. 06 June 2015.

**Additional Public Education Goals:**

- Students are prepared to enter post-secondary workforce certificate programs with no additional remediation in reading and writing.
- Students will learn and practice note-taking, test-taking, and reading and writing strategies for post-secondary success.

**Final Exam & Grading Policy for Integrated Reading and Writing for High School Students:**

- Students must take the Final Exam with no exemptions.
- Final exam weight will be determined by the ISD.
- It is recommended that the EPCC Common Essay Rubric be used to score the essays; however, this rubric is only required to score the final exam (the Common Essay). Teachers may use other rubrics if preferred for the other course essays.
- An overall grade for each semester (I and II) of 75 is required for course credit. An overall grade for the semester of 75 is required for course credit. Students who receive course credit will receive a 12-month TSIA waiver in reading and writing at EPCC and UTEP.