



## College Prep English IV

**Target Students:** Seniors who are not enrolled in AP English IV, Dual Credit English IV, or English IV who prefer additional preparation for entry-level college coursework.

**Prerequisites:** Satisfactory completion of English III

### **Course Description as defined by Clear Creek ISD:**

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 with a particular focus on preparation for introductory college coursework in Reading and Composition. Students will read and analyze literary and informational texts of varying lengths. Students will organize, draft, revise, and edit a variety of academic essays and will compose short analytical responses to required reading. This course covers the student learning outcomes (SLOs) of San Jacinto College's INRW 1302 and the student expectations from the Texas Essential Knowledge and Skills (TEKS) for English IV. Passing this course fulfills the graduation requirements for English IV, and passing the course's final exam fulfills TSI requirements for reading and writing.

### **Course goal as defined by CCISD and the State of Texas:**

The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In College Prep English, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading and writing skills in preparation for introductory English college coursework. Students should read and write on a daily basis.

For complete list of the TEKS for English IV, see <http://ritter.tea.state.tx.us/rules/tac/chapter110/index.html>

### **Course Goal Student Learning Outcomes & Learning Objectives as defined by San Jacinto College:**

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. 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.

### **Final Exam & Grading Policy for College Prep English IV:**

- Students who have not demonstrated college readiness through the TSIA or another measure will take San Jacinto College's INRW final exam in May. A passing score of 70% or higher on the exam is required for TSI exemption in reading and writing. All coursework is subject to CCISD's Instructional Grading and Reporting Procedures (EIA Regulation).

Theme	1 <sup>st</sup> Nine Weeks <i>Critical Analysis</i>	2 <sup>nd</sup> Nine Weeks <i>Defining the Art of Persuasion</i>	3 <sup>rd</sup> Nine Weeks <i>Refining Persuasion</i>	4 <sup>th</sup> Nine Weeks <i>Influencing Others</i>
<i>Student Habits and Enduring Skills</i>	<ul style="list-style-type: none"> <li>-Students read and analyze a wide variety of texts to make complex inferences, to evaluate information, and to draw conclusions.</li> <li>-Students comprehend and use vocabulary effectively in oral communication, reading and writing.</li> <li>-Students follow the writing process to draft, write, revise, and edit clear, coherent compositions responsive to the topic and purpose.</li> <li>-Students consistently apply the conventions of Standard English in reading and writing.</li> <li>-Students use listening and speaking skills to understand complex ideas, to evaluate and deliver sound arguments, and to work productively in teams,</li> <li>-Students consistently communicate in person and online in a respectful and substantive manner.</li> <li>-Students use the Readers Workshop and Writers Workshop formats to facilitate degrees of individualized instruction.</li> </ul>			
<i>Reading Read and demonstrate understanding and analysis through a Readers Workshop and notebook model focusing closely on:</i>	<ul style="list-style-type: none"> <li>-Reading a variety of works of different lengths.</li> <li>-Locating textual information</li> <li>- Drawing complex inferences</li> <li>- Describing, analyzing and evaluating information.</li> <li>-Analyzing textual context to understand words in context.</li> <li>-Identify and analyze the audience, purpose and message of texts.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading a variety of works of different lengths.</li> <li>-Reflecting and applying insights from reading.</li> <li>-Summarizing a text’s purpose, author’s viewpoint and main ideas.</li> <li>-Develop and defend arguments based on reading.</li> <li>- Evaluating relevance and quality of ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>-Reading a variety of works of different lengths.</li> <li>-Analyzing rhetorical effects in selected literary and informational texts</li> <li>-Evaluating merits of an argument in context</li> <li>-Synthesizing evidence of nonfiction into arguments.</li> <li>-Evaluating messages and tone</li> </ul>	<ul style="list-style-type: none"> <li>-Reading a variety of works of different lengths.</li> <li>-Analyze rhetorical effects in selected readings</li> <li>-Evaluate how messages presented in media reflect social and cultural views</li> <li>-Locating textual information to support a position.</li> <li>-Drawing complex inferences.</li> <li>-Describe, analyze and evaluate information.</li> </ul>
<i>Writing and Written Conventions</i>	<p><u>Expository Writing</u></p> <ul style="list-style-type: none"> <li>-The writing process</li> <li>-Expository essays</li> <li>-Analytical paragraphs</li> <li>-Sentence structure, variety, and logic</li> </ul>	<p><u>Persuasive Writing</u></p> <ul style="list-style-type: none"> <li>-The writing process</li> <li>-Persuasive essays</li> <li>-Analytical paragraphs</li> <li>-Rhetorical strategies</li> </ul>	<p><u>Persuasive Writing</u></p> <ul style="list-style-type: none"> <li>-The writing process</li> <li>-Formal research steps</li> <li>-TSIA/timed writing</li> <li>- Advanced persuasive essays</li> <li>- Demonstrate research in persuasive manner</li> </ul>	<p><u>Research Paper or Project</u></p> <ul style="list-style-type: none"> <li>-The writing process</li> <li>-Formal research steps</li> <li>-Demonstrate research in persuasive manner using multimedia skills</li> <li>-Analytical paragraphs</li> </ul>

	-Consistent application of the conventions of Standard English	-Consistent application of the conventions of Standard English	-Analytical paragraphs -Consistent application of the conventions of Standard English	-Consistent application of the conventions of Standard English -Rhetorical strategies
<i>Research</i>	-Gather information relevant to a multi-faceted topic within the text -Distinguish between reliable and unreliable sources -Paraphrase, summarize and accurately quote information	-Paraphrase, summarize and accurately quote information -Gather and organize reliable information from a variety of sources -Synthesize opposing viewpoints to formulate a coherent argument	-Gather and organize reliable information from a variety of sources -Paraphrase, summarize and accurately quote information -Synthesize opposing viewpoints to formulate a coherent argument -Accurately cite relevant information	-Formulate research question -Formulate research plan -Gather and organize reliable information from a variety of sources -Paraphrase, summarize and accurately quote information -Accurately cite relevant information using parenthetical documentation (MLA format)
<i>Listening and Speaking</i>	-Use professional public speaking skills -Work collaboratively using effective communication -Listen critically -Present work orally	-Use professional public speaking skills -Work collaboratively using effective communication - Listen critically - Present work orally	-Use professional public speaking skills -Work collaboratively using effective communication - Listen critically - Present work orally	-Use professional public speaking skills -Create and defend a sound argument using rhetorical strategies - Listen critically -Present work orally
<i>Performance Measures</i>	-Teacher formative and summative assessments -Publish at least one expository essay of sufficient college length following standard conventions of English. - Evidence of learning through oral presentations and Readers/Writers Notebook	-Teacher formative and summative assessments -Publish at least one persuasive essay of sufficient college length following standard conventions of English. - Evidence of learning through oral presentations and Readers/Writers Notebook	-Teacher formative and summative assessments -Publish at least one persuasive essay of sufficient college length following standard conventions of English. - <b>TSIA assessment</b> - Evidence of learning through oral presentations and Readers/Writers Notebook	-Teacher formative and summative assessments -Persuasive presentation of research as multi-media project or formal research paper. - <b>College Readiness final exam offered for students.</b> - Evidence of learning through oral presentations and Readers/Writers Notebook