



HB 5 College Preparatory English Course Enhanced Content Framework

Region 13 AVATAR English Team

Dr. Suzy Lofton, *Assistant Superintendent of Academics & Student Services, Lago Vista ISD*

Lara Chapman, *English/Language Arts Department Chair, Lago Vista High School, Lago Vista ISD*

Laurie Fay, *Executive Coordinator of Humanities - Curriculum & Instruction, Manor ISD*

Dr. Wendy Lym, *Professor of English, Austin Community College*

Target Students: This course is appropriate for any 12th grade student whose performance on measures outlined in TEC §28.014 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:

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. 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).

Course Goal:

The goal of this course is to develop students as critical readers, thinkers, and purposeful writers prepared for college success in introductory courses across disciplines.

The Texas Success Initiative and TSI Assessment:

TSI Assessment is the Texas Higher Education Coordinating Board-approved assessment instrument designated for use by institutions of higher education for assessing a student's readiness to enroll in an entry-level freshman course. The TSI Assessment is the statewide standard for college readiness in Texas. Achieving the passing standard in mathematics on the TSI Assessment standard allows a student to enroll in entry-level freshman English composition coursework at any public college/university in Texas for a period of five years from the date of testing. Students may be considered exempt from TSI in mathematics by achieving a score of 19 on the ACT English test or a score of 500 on SAT verbal test. ***All students who have not satisfied TSI requirements in reading and writing on TSIA, ACT, or SAT by the end of this course are strongly encouraged to take the TSI Assessment.***

Benefits of Successfully Completing the HB 5 College Preparatory Course:

In addition to meeting college readiness requirements on the TSI Assessment, students may earn a two-year exemption to TSI by successfully completing this course. "Successful completion" is achieved by earning a grade of 75% on the Austin Community College examination for the course. To earn this exemption, students must also earn a 70% for the final course grade, which will be determined using the district grading guidelines. Meeting both requirements for successful completion will grant the student an exemption to TSI requirements in reading and writing for a period of two years after graduation. This two-year exemption is only guaranteed to apply at Austin Community College. Upon entry into Austin Community College, students must enroll in the entry-level course for the exempted subject area within one year. Students who do not meet both the course grade and examination grade requirements will not earn an exemption to TSI. Students who earn the two-year exemption by successfully completing the requirements of this course are still strongly encouraged to take the TSI assessment.

Definition of Successful Completion of the HB College Preparatory Course for Austin Community College:

For the purpose of earning a two-year exemption to TSI reading and writing requirements at Austin Community College, students are considered to have successfully completed this course by:

- (1) earning a 70% or higher for the final course grade, in accordance with district grading guidelines; AND
- (2) earning a grade of 75% or higher on the Austin Community College final examination for the course.

Definition of Successful Completion of the HB 5 College Preparatory Course for High School Credit:

To earn high school credit for this course, students must:

- (1) earn a 70% or higher for the final course grade, in accordance with district grading guidelines;

Note: It is possible to meet the high school credit requirements and not earn the one-year exemption to TSI.

Student Learning Outcomes & Learning Objectives:

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

- (1) Set individual learning goals, and self-monitor during the learning process by articulating difficulties, identifying solutions, and asking for assistance when appropriate.
- (2) Determine the meaning of unfamiliar vocabulary within text by analyzing context and using appropriate resources; incorporate expanded vocabulary into oral and written communication.
- (3) Describe, communicate, and apply insights gained from reading and writing a variety of texts through reflection.
- (4) Interact with text to discover evidence of author's purpose, intended audience, tone/voice, and message across a variety of texts.
- (5) Analyze text to determine effective support and construct well-reasoned inferences across multiple texts of varying lengths and complexities.
- (6) 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.
- (7) Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim; effectively modify the claim based on results of inquiry.
- (8) Compose a variety of texts that demonstrate depth of understanding, clarity of focus, logical progression of ideas, and employment of rhetorical strategies.
- (9) Develop a research plan by generating questions, considering multiple arguments and ideas, gathering valid information from credible sources, and ethically incorporating outside ideas and perspectives into writing.
- (10) Collaborate with peers throughout the reading and writing process to build upon ideas, investigate a problem, explore complexities of issues, and improve writing.
- (11) Revise writing to increase continuity of ideas, academic tone, accuracy of communication, and clarity of purpose.
- (12) **Strategies for academic success.** Develop skills and strategies to support their success in college. Students will:
 - (A) Engage in dialogue to seek feedback and use constructive criticism to improve their performance. (I.2.A)
 - (B) Construct and communicate logical arguments supported by evidence. (I.B.2, I.B.3)
 - (C) Analyze situations to identify problems and apply effective problem-solving strategies. (I.C.1, I.C.2)
 - (D) Self-monitor their learning needs, use study habits to manage academic tasks, seek assistance when needed, and persevere until task completion and mastery. (I.D.1, I.D.2, I.D.4)
 - (E) Find and evaluate information, properly attributing ideas and material to their original sources. (I.F.1, I.F.2)
 - (F) Demonstrate effective reading and note-taking strategies that enhance retention and comprehension. (II.A.1, II.A.2, II.A.4, II.A.6, II.A.7)
 - (G) Demonstrate written and oral communication that is appropriate to the context and that effectively conveys meaning and logic to a variety of audiences. (I.B.1, I.B.2, I.B.C, I.D.3, II.B.2)

- (H) Research, evaluate, synthesize, and organize information effectively. (II.C.5)
- (I) Plan investigations, collect and interpret data, and effectively communicate findings in a variety of formats. (II.D.2, II.D.3)
- (J) Demonstrate a positive mindset toward learning and maintain motivation. (I.D.1, I.D.3, I.D.4)

Outline of Instruction:

- Unit 1 - College 101: Am I Ready?:** Course Expectations, Differences Between High School and College, High School v. College Grading, Soft Skills for College AND Career Success
- Unit 2 - Planning for My Future: Skills for Success:** Goal-setting Behaviors, Self-reflection, Metacognition, Monitoring Learning, Self-Advocacy, Assertive/Passive/Aggressive Behaviors, Understanding My Audience
- Unit 3 - Don't Trip Over Your Digital Footprint:** Digital Footprint, Reputation, Public self v. Personal self, Shaping a Positive Digital Footprint
- Unit 4 - Skills for the Future: Writing and Speaking to the Occasion:** Author's Purpose, Rhetorical/Literary Devices, Sensory Language, Effective Speaking
- Unit 5 - College Reading: Fiction:** Annotating, Fact v. Opinion, Summarizing Reading, Metacognition, Structure & Elements of Fiction, Responding to Fictional Text, Genre-based Composition
- Unit 6 - College Reading: Satire:** Structure & Elements of Satire, Social Justice, Responding to Satirical Text, Genre-based Composition
- Unit 7 - College Reading: Non-Fiction:** Author's Purpose, Mission, Rhetorical/Literary devices, Sensory Language, Informational & Expository Text, Responding to Informational & Expository Text, Genre-based Composition
- Unit 8 - College Reading: Poetry:** Structure & Elements of Poetry, Poetry Analysis, Responding to Poetry, Genre-based Composition
- Unit 9 - College Reading: Drama:** Anatomy of Shakespearean Plays, Character Traits & Language Use, Responding to Dramatic Text, Genre-based Composition
- Unit 10 - College Writing:** Paragraph Writing, Summarizing, Paraphrases and Quotations, Metacognition, Thesis Statements
- Unit 11 - Academic Integrity:** Citations, Definitions of Plagiarism, Consequences, College Policies for Academic Honesty
- Unit 12 - College Research:** Reliable Sources, Summarizing Informational Text, Using Library Databases, Planning a Research Project, Writing an Abstract
- Unit 13 - Am I Ready for the Real World?:** College-level Expectations, Initiative, Autonomy, Self-direction, Professionalism, Portfolio Development, Presentation Skills

Pedagogical Overview

While there are many instructional strategies provided in this resource, it is important to note that various teaching styles may be applied to this course. It is recognized that instructors have a variety of experiences, resources, and teaching techniques. The activities in this curriculum resource include, and may be suitably augmented with, many different pedagogical techniques, including collaborative learning, project-based learning, problem-based learning, and the incorporation of technology and adaptive resources.

Importance of a Positive Academic Mindset in College Readiness & Success

Establishing the appropriate mindset for success in this course and in future college courses is a key concept for academic success. Positive academic outcomes and success in academic endeavors are essentially linked to having a positive academic mindset. The term academic mindset refers to student attitudes, beliefs, and dispositions about school and learning that are associated with positive academic outcomes and success. Students who focus on growing a positive academic mindset can affect the quality, duration, and intensity with which they engage in behaviors that are critical to their success (e.g., attendance and studying). Therefore, specific emphasis was placed on creating a curriculum resource that is rich with instructional activities designed to provide students with opportunities to develop a positive academic mindset. This course is intended to offer students the ability to learn essentials of collegiate-level writing and reading, as well as reflective and metacognitive strategies that will further enhance the likelihood of college persistence and completion.

Recommended Resources:

TASA on iTunes U: HB 5 College Prep Course: The Texas Association of School Administrators (TASA) announces the expansion of digital resources in TASA on iTunes U® to now include content that school districts may use to satisfy the college preparatory course requirements in House Bill 5. Building upon the existing resources available in TASA on iTunes U®, TASA engaged experienced teachers, content specialists, and higher education faculty to create a collection of digital resources that are aligned with the Texas College and Career Readiness Standards and the TEKS. Districts can rely on this vetted compilation of interactive, online content to develop—in consultation with their higher education partner—their own college preparatory courses in responding to this HB 5 requirement.

<https://itunes.apple.com/us/course/hb-5-college-preparatory-english/id875538889>

Southern Regional Educational Board: Literacy Ready: SREB developed two readiness courses, one in mathematics and one in disciplinary literacy called Math Ready and Literacy Ready, to help underprepared students reach college- and career-readiness benchmarks before high school graduation. The courses—aligned to Texas standards and free of charge—are now available in digital form in TASA on iTunes U and comprehensive PDF versions on our website (at right). The comprehensive PDF versions of the readiness courses are also available for download on SREB's website.

<http://www.tasanet.org/site/default.aspx?PageID=578>

College Readiness Assignments for Texas: College Readiness Assignments for Texas (CRAFT) is a project based at The University of Texas at Austin and is supported by a generous grant from the Texas Higher Education Coordinating Board (THECB). As part of the CRAFT project, high school and college educators collaborated to develop College Readiness Assignments (CRAs) aligned to the Texas College and Career Readiness Standards (CCRS).

<http://craftx.org/>

ACC College Readiness and the Texas Success Initiative Resource Website:

<http://www.austincc.edu/collegeconnection/educators/tsi.php>

Teach 21: College Readiness English 12 Course, West Virginia Department of Education:

<https://wvde.state.wv.us/teach21/English12CR.html>

Texas Performance Standards Project:

<http://www.texaspsp.org/>