

**Syllabus for High School IRW Course
in partnership with
TAMUCC, TAMUK, Del Mar College, and Coastal Bend College
English Language Arts: College Preparatory Course
(equivalent of Integrated Reading and Writing at partnering institutions)**

Target Students

Twelfth-grade students who have not demonstrated college-readiness as defined by HB5.

Prerequisites

Satisfactory performance met on the English Reading and Writing I and II EOC.

Course Description

This course is designed to prepare students for college-level courses. As such, students will learn to apply critical reading strategies for organizing, summarizing, analyzing, and evaluating college-level readings. Students will also 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.

This course will be taught in two semesters (one academic year).

To successfully pass this course, students must earn an average grade of 70 or higher (100-point scale). To achieve this grade, students must score a 70 or higher on the three required essays and each reading competency exam. Students will have multiple opportunities to achieve these measures throughout the course. Students who successfully pass may use this course to satisfy their high school curriculum Advanced English Language Arts component and will be exempt from the Texas Success Initiative (TSI) at any partnering institution.

Student Learning Outcomes (for Integrated Reading and Writing)

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 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.

Required Textbooks (Choose One)

- *Reflections: Patterns for Reading and Writing* by McWhorter
- *Kaleidoscopes: Focusing on College Reading and Writing* by Willingham, Price, and Jamroz
- *In Concert: Reading and Writing* by McWhorter
- *The Advanced Reading-Writing Connection* by Langan
- *Read, Write, Connect: A Guide to College Reading and Writing* by Green

Technology Options

- *MySkillsLab* by Pearson
- *McGraw-Hill Connect* by McGraw-Hill Education
- *TownsendPress* by Townsend Press
- Del Mar College's Stone Writing Center website: <http://dmc122011.delmar.edu/swc/>

Recommended Emphasis on the following Reading Strategies

- Pre-Reading
- Annotation
- Response Journals
- Identifying Patterns of Organization (non-fiction texts)
- Connecting Ideas/Texts

Recommended Emphasis on the following Writing Strategies

- Pre-Writing (Invention)
- Drafting/Revising
- Essay Organization (thesis, topic sentences, supporting details)
- Summarizing/Paraphrasing
- Evaluating Source Credibility

Recommended Assignments

- **Reading**
 - Multiple reading assessments (graded exercises and/or exams) throughout course.
- **Writing**
 - Rhetorical Analysis (analyzing for audience, purpose, and use of rhetoric)
 - Summary Responses/Research Journal (Resource Overviews/Annotated Bibliographies)
 - Argumentative Essay (with secondary sources)

Grade Distribution

- Essay 1: 20%
- Essay 2: 20%
- Essay 3: 20%
- Reading Exams: 20%
- Daily Activities: 20%