

The following is a SAMPLE syllabus that has been annotated to highlight:

1. Alignment to Transitional English Competencies & Policies
2. Illumination of local decisions
3. Areas that may need to be addressed to provide additional clarity in a portability submission

All annotations are included in red.

Transitional English Syllabus

Course Information

Course Name	
ISBE SIS Code	01004A001
Portability Code	
Course Duration	1 year

Contact Information

Teacher Name	
Teacher Email	
School Phone Number	
School Name	
Community College Name	

Course Description

Transitional English courses are college preparatory courses that develop student skills in reading, critical thinking and analysis, and writing to support student success across majors and career pathways while aligning with the Illinois Learning Standards. Transitional English courses address, at minimum, the following domains and competencies: reading (active reading strategies, summarization of a text, analysis and interpretation of texts), writing (identification of and writing processes based on audience, purpose and task, incorporation and documentation of relevant information), and critical thinking and analysis (credibility and reliability of evidence, engagement with evidence, information literacy skills). Additionally, the course emphasizes domains of metacognition and essential skills to develop self-awareness and overall college and career readiness. Upon completion students should be able to adapt their approaches and strategies as they engage in reading and writing tasks; analyze, evaluate, and synthesize while reading and writing; and demonstrate information literacy skills as an engaged reader and as a contributing writer. The course is delivered through an approach that integrates instruction across the competency domains and organizes the course pedagogy and selected texts around themes, critical issues, or concepts that foster critical thinking, reading, and writing skills.

Evaluation

Assessment of students' work in Transitional English is holistic and progressive, as described in the local partnership agreement.

Grading Philosophy

- Unit assessments are required, as presented in the curriculum, including the texts used in those assessments. These must be assessed using the curriculum rubrics.
- A holistic assessment approach must be used that incorporates a variety of diagnostic, formative, and summative assessments to measure students' progress toward attainment of the competencies.
- A progressive grading approach must offer multiple opportunities for feedback, student reflection, and resubmission of writing to demonstrate skills and growth over the length of the course.
- Formal graded writing and analysis assignments must account for at least 60% of the final grade of the course.
- No single assignment in this course is 50% or more of the final grade.
- The course includes five multiple-draft essays progressing in length and depth.

Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

59% and below F

Students must earn a "C" or better in this course for placement in college-level English courses. Students earning a "D" in the course will receive high school credit but are not guaranteed placement in college-level English. Note: A grade of F in semester 1 or 2, or a grade of D in semester 2 will not provide portability for the student.

Note: This grading scale is reflective of local decision making. Some schools may adopt different scales that are numeric, proficiency-based, or competency-based in nature.

C&P connection: "The district and college must agree to a grading and assessment structure such that receiving a 'C' or better indicates the competencies for the course were met and the student is considered ready for college-level English courses and college-level reading expectations. Students receiving a "D" in the course will receive high school credit to satisfy Illinois and school district learning standards, but are not guaranteed placement in college level English courses." (p. 4)

Grading Categories - See chart below

- Summative multi-draft writing assignments: 70%
 - Summative assessment category includes all unit culminating writing assignments
- Formative assessments, including journaling and other classwork: 30%
 - Formative assessment category includes all drafts and learning activities
- Semester Capstone (winter/spring) 20%

The Semester Capstone referred to above reflects local decision making and is NOT a required component of Transitional ELA. Grading Categories are also a product of local decision making, in alignment with the C&P document.

C&P connection: "Formal graded writing and analysis assignments must account for at least 60% of the final grade. No single assignment may be 50% or more of the final grade." (p.4)

Course Assessments

First Semester

20%	80%	
First Semester Reflective Paper & Portfolio Submission	Summative	Formative
	70%	30%
	Unit 1 Summative: Define & Analyze Success Unit 2 Summative: Analysis of Human Rights Violations Using Specific Examples Unit 3 Summative: Cause & Effect Essay <i>*Note: Students will be able make additional revisions (based on learning and feedback) to one piece of summative writing at the end of the semester as part of portfolio submission. This will replace the grade for the selected piece of writing.</i>	Unit 1: Reading Journals, text mapping/organizer, Frayer model, completed research notes, list of factors contributing to success, class discussion, vocabulary activity, summary submission, annotating, visualization board for success, chart activity, implementation of writing process, mindset quiz Unit 2: posters, class discussion, video reflection writing, advertisement activity, note taking, annotation of mentor texts, locating sources, journaling, oral presentation summary, implementation of writing process Unit 3: Application of specific reading strategies, implementation of writing process, journals, gallery walk, TPCASTT, class and small group discussions, Venn diagram, worksheets, short paragraphs, slide presentation.

Second Semester

20%	80%	
Second Semester Reflective Paper & Portfolio Submission	Summative	Formative
	70%	30%
	Unit 4 Summative: I-Search Essay Unit 5 Summative: Argumentative Essay <i>*Note: Students will be able make additional revisions</i>	Unit 4: Formal and informal responses, summaries, human experiments chart, Frayer model, notes and worksheets, posters, debate, brainstorming, infographic, group work, class and small group



	<p><i>(based on learning and feedback) to one piece of summative writing at the end of the semester as part of portfolio submission. This will replace the grade for the selected piece of writing.</i></p>	<p>discussions, implementation of writing processes</p> <p>Unit 5: Journal reflections, Vocabulary Journal, graphic organizers, summaries, rhetorical devices analysis, small group and whole group class discussion, video reaction response, How Technology Has Changed Law Enforcement Evidence organizer, List of Law Enforcement Techniques on Continuum Activity, poster or infographic, Note Organization graphic organizer, Oral Argument Regarding Whether Students' Online Expression Should Be Subject to School Consequences, writing process activities</p>
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70% of the student’s grade will be based on summative unit assessments and 30% of the grade is based on formative assessments. Summative and formative assessments contribute to 80% of a student’s overall grade each semester.

As a semester exam, students will submit a capstone writing portfolio at the end of each semester and engage in an on-demand written reflection related to their growth and learning as an engaged reader and contributing writer (more details below) in the course. Each reflective paper is worth 20% of the overall semester grade.

Writing rubrics for each summative assessment will be used to score and provide feedback on each summative writing assignment.

Course Success

The chart below provides the grades required in a Transitional English course for a student to earn portability.

Semester 1	Semester 2
A, B, C, or D	A, B, or C

Note: A grade of F in semester 1 or 2, or a grade of D in semester 2 will not provide portability for the student.

The course success articulated in this syllabus reflects a common practice of averaging semesters to determine a course grade. To fully embrace the letter and spirit of Transitional English, students should have the entire school year to demonstrate growth and mastery of competencies; therefore, a final summative grade is what should be looked at and reported for portability, instead of an average of the two semesters.

C&P connection: “Assessment of students’ work in Transitional English must be holistic and progressive, as described in the local partnership agreement. A holistic assessment approach must be used that incorporates a variety of diagnostic, formative, and summative assessments to measure students’ progress toward attainment of the competencies. A progressive grading approach must offer multiple opportunities for feedback and student reflection and support students to demonstrate skills and growth over the length

of the course.” (p.4)

Course Policies

1. These course policies supersede all local school policies.
2. Students will revise essays throughout the unit, until the completion of the unit. Students will select one piece of writing to revise and reflect upon as part of a capstone activity for each semester.
3. Students will not be allowed to submit late work for credit.
4. Students will be required to complete each unit’s final competency assessments in order to receive portability.
5. Students will be required to complete both a first and a second semester final portfolio.
6. Instructors must follow the course outline and any course summative assessments .
7. High schools must maintain all graded semester exams for two years.
8. Students will be required to complete an SVCC Information form and submit this to the College.

Course policies in this syllabus reflect local decision making.

Guidelines for Creating Multiple Drafts

The Transitional English Language Arts class requirement that students must produce multiple drafts and receive feedback on those drafts can be met in a variety of ways:

- Students may begin a writing assignment by using a prewriting strategy to explore the topic and receive written or verbal feedback on that prewriting exercise from peers and/or the instructor.
- Students may create an outline or use a graphic organizer and receive written or verbal feedback from peers and/or the instructor.
- Students may receive feedback from the instructor or peers on drafts of writing throughout the writing process.

Course policies in this syllabus reflect local decision making.

Course Materials

Unit	Texts	Graphic Organizers & Additional Materials
Unit 1	Steve Jobs Commencement Address (Stanford) Grit TED Talk video with pdf transcript Overcoming Obstacles (whole class with	Text map - Segment 3 Mindset Quiz (online) Visualization Board



	<p>annotation) The Road to Resilience</p> <p><u>Supplemental Texts:</u> Outliers (excerpts: Intro, Chapters 1 &2) The Elements of Success How Resilience Works How to Make Stress Your Friend</p>	
Unit 2	<p>The Universal Declaration of Human Rights UNICEF Video</p>	Story Arc Graphic Organizer
Unit 3	<p>3d Chalk Art Articles from Psychology Today Perception vs. Reality Plato’s Allegory of the Cave Fake News</p>	
Unit 4	<p>Clips from movie “My Sister’s Keeper” Frankenstein (excerpt)</p>	
Unit 5	<p>Test Your Online Security Quiz An Introduction to Cyber Security All the Ways Facebook Tracks You—and How to Limit It The next iOS 14 update will take aim at ad tracking in apps There Isn’t Enough Privacy on Social Media What do you really sign up for when you use social media? Privacy and Social Media Video The Right to Privacy in a Digital Age Does the 4th Amendment Protect Us? Bill of Rights How Free Speech and Social Media Fit Together US Courts What Does Free Speech Mean</p>	Graphic organizers for notetaking

Note that "text sets" in this sample syllabus are generally focused on non-fiction material and are organized around a key question (see units below) that is of high interest/importance to students. A wide range of text types are used to engage students, build literacy skills, and align to Transitional ELA competencies and policies.

C&P connection: “In a Transitional English course, students engage with a variety of college level texts of different types, with a primary focus on non-fiction. The course must use a variety of modes, which may



include technical texts, pictures, journal articles, songs, research briefs, videos, and other nontraditional media. Selected materials should be interesting to students, offering choice whenever possible to improve motivation and engagement and to better relate to students' life and career goals." (p. 4)

Course Units of Study

Unit 1: Defining Success 21 days		
Description	Strategies	Assessment
<p>This unit helps students to identify success and refine their understanding of what it means to each individual student. Students will understand that success means different things to different people in different situations. Students begin the unit with a success/failure activity in relation to famous individuals in history. This unit includes journaling to reflect on readings and class discussions.</p> <p>Segment 1: What is success? (Defining success) Segment 2: How do you achieve success? (Strategies for achieving success) Segment 3: What is the role of struggle/failure in finding success?</p> <p>Students create a visualization board to demonstrate their personal journey to finding success in future goals and pursuits. Journaling continues to be an important component in this activity as students reflect on their thinking and personal journeys. Visualization boards are shared with the class for feedback.</p> <p>The culminating assessment is a definition essay on success that encompasses the texts, discussions, and experiences that includes class time for prewriting, feedback, and in modeling.</p>	<p>Small group & whole group discussion</p> <p>Journaling</p> <p>Student research</p> <p>Read alouds & independent reading</p> <p>Text annotation (whole class)</p>	<p>Students research a successful public figure.</p> <p>Students interview someone they consider to be a success. Findings are shared from interview in class and students reflect on findings in a personal journal reflection.</p> <p>Culminating Assessment: Definition Essay (10 days)</p>
Unit 2: Human Rights <i>Are all people able to access their fundamental human rights?</i> 16 days		
Description	Strategies	Assessment
<p>This unit helps students understand what human</p>	<p>Partner reading</p>	<p>Illustration Expository essay</p>



<p>rights are and why individuals need to be aware of these rights and violations of them. Students will use small- and whole-group discussion, peer teaching, and mentor texts to understand key concepts and examples.</p> <p>Segment 1: What do we think human rights are? Segment 2: What is the Universal Declaration of Human Rights? Segment 3: Why is it important to protect human rights? Segment 4: How have human rights been denied?</p> <p>The culminating assessment is an illustration essay that will require students to choose one of the human rights from the Universal Declaration of Human Rights, use research skills to identify appropriate examples, and write a 2-3 page paper. The revision process is emphasized through peer and teacher conferencing to produce the final essay.</p>	<p>Word identification (key words)</p> <p>Small & whole group discussion</p> <p>Fishbowl/Socratic Seminar</p> <p>Narrative nonfiction writing</p> <p>Exploration of mentor texts</p> <p>Pre-writing activities</p> <p>Writing with peer editing</p>	
<p>Unit 3: <u>Perception & Reality</u> <i>What is real and what is the truth? How influential is the media in shaping our reality?</i> 23 days</p>		
Description	Strategies	Assessment
<p>In this unit, students will focus on understanding how our perceptions of reality are formed and influenced by a variety of factors. Through small-group and whole-group discussion, readings, and journal writing, students will reflect on the nature of reality and how it may be affected by outside influences. Students will learn to recognize propaganda and determine the credibility of a variety of sources. The unit culminates with a 2-3 page cause-and-effect essay analyzing how examples of misinformation and/or propaganda have affected our society's views on what is real.</p> <p>Segment 1: What is perception? What is reality? Segments 2-6: Can we believe in reality, or do our perceptions skew reality?</p>	<p>Pre-reading strategies</p> <p>Examination of Text Structure and how it contributes to meaning</p> <p>Identification of main idea</p> <p>Small group discussion</p> <p>Gallery Walks</p> <p>TPCASTT</p>	<p>Journaling</p> <p>2-3 paragraph written response on connection between Allegory of the Cave & social media</p> <p>2-3 paragraph response (journal) trusting your senses</p> <p>Cause/Effect Essay: Using the texts we read in class, or ones you have independently researched for support, compose an essay demonstrating how</p>



<p>Segments 7-9: How does messaging impact my reality and the reality of others? Segments 10-12: How influential is the media in shaping our perception/reality?</p>		<p>perception and reality are often questionable and/or interchangeable and indicate the effect that it has on the individual and/or society. The essay should be written in MLA format including parenthetical citations and works cited page. The essay should be 2-3 pages in length.</p>
<p>Unit 4: <u>Medical Ethics</u> <i>Do advances in medical science affect ethics or do ethics affect advances in medical science? Why?</i> 34-36 days</p>		
Description	Strategies	Assessment
<p>In this unit students explore the idea of bodily autonomy and medical ethics. Students will read and write daily in a wide range of genres, including medical and scientific journal articles, fiction and nonfiction excerpts, essays, and video clips. The scope of the reading covers the history of anatomical and medical research through the present day science, reviews some of the most egregious research experiments, and the evolution of medical ethics based on current technology. Throughout the unit, students will analyze multiple genres of text, write formal and informal responses to the texts they read, and create an infographic on a topic inspired by the unit. The unit concludes with students an expository/reflective essay on some medical or research topic from or inspired by the readings.</p> <p>Segment 1: Do The Ends Justify the Means? Segment 2: What are medical ethics and why do we need them? Segment 3: Where did modern medical research begin? Segment 4: Who owns your genetic material and information? Segment 5: How has DNA science changed medical research?</p>	<p>Whole group & small group discussions Jigsaw Activities Reading strategies for understanding vocabulary 4 Corners Activity Partner work & brainstorming activities</p>	<p>Journaling - regular response to text in writing Infographic I-Search Paper</p>



<p>Segment 6: How are medical ethics being challenged by DNA science? Segment 7: Do advances in medical science affect ethics or do ethics affect advances in medical science? Why?</p>		
<p>Unit 5 <u>Technology: Freedom & Security</u> <i>Are there limits to your freedom of speech and privacy on social media?</i> 30 days</p>		
Description	Strategies	Assessment
<p>Students will consider the impact of the internet and social media on personal privacy and freedoms. They will examine a variety of texts, including video, articles, professional papers, and legal documents, to determine the extent of protected speech and data through the internet. Students will engage in whole- and small-group discussion, journal reflection, vocabulary development, and analysis practice in order to build argumentative skills. The unit culminates with a 3-5 page argumentative essay supported by sources.</p> <p>Segment 1: How strong is your Internet security? Segment 2: How do Internet sites track information about you? Segment 3: What data or private information do social media platforms collect about you? Segment 4: What connection does the 4th Amendment have to our right to privacy on the Internet? Segment 5: Who owns encrypted data? Segment 6: How does law enforcement use technology to solve crimes? How might your rights be impacted? Segment 7: What infringements on privacy may occur in law enforcement’s solving of crimes? Segment 8: Does the Constitution give us the right to say anything that we want on social media? Segment 9: Should Doxxing be illegal? Segment 10: What are students’ First Amendment rights on the Internet, and should a students’ actions/comments on social media be</p>	<p>Vocabulary journaling</p> <p>Reflective journaling</p> <p>Small group Partner work Whole class discussions</p> <p>Graphic organizers</p>	<p>Pre and post reading journaling in response to text</p> <p>3-5 page argumentative essay: Students will choose a position for or against government limits to social media and support that position with reasons and examples.</p>



subject to consequences at school? Segment 11: Students write a 2-3 page argumentative essay		
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Feedback from the portability panel and advisory group members on this section of the submitted syllabus is that more detail is needed related to the instructional reading and writing strategies deployed in each unit of instruction. For example, when engaging in analysis, what strategies are implemented? What strategies are pulled forward from previous units? Current information in this section articulated the “what” - to approve the syllabus for portability, the panel needs to see more of the “how”. Additionally, the panel would like to see a greater articulation of the connection between the writing and reading.

Semester and Course Capstone Projects

This course will feature a semester and final capstone assignment, which includes the submission of a writing portfolio featuring a student-selected revision of one piece/major writing assignment based on learning and teacher feedback, as well as a written reflection of the student’s journey as an engaged reader and contributing writer.

The portfolio (electronic or paper-based) should contain all of the major writing assignments completed during the current semester. Students will select one of the culminating writing assignments in the portfolio to revise as part of the semester exam grade and complete this revision at least one week before the date of the semester exam. The other portion of the semester exam grade will consist of a reflective essay which students will write on exam day.

Structure of the reflective essay should include elements of a standard, formal essay, including an introduction with a clear thesis related to the goals of the course, multiple body paragraphs, and a conclusion. Students should address the following questions in their reflection.

Fall Semester Reflective Questions	Spring Semester Reflective Questions
<p>Where were you as a reader/writer before taking this class? How would you describe your skills, experiences, strengths, and weaknesses at the beginning of this course and how did they help you or hinder you in completing the requirements of the course?</p> <p>What challenges, if any, did you face in meeting the expectations of this class this semester and how did you meet those challenges?</p> <p>How have you grown or developed as a reader/writer through your experiences in this class?</p>	<p>What challenges, if any, did you face in meeting the expectations of this class, and how did you meet those challenges?</p> <p>What are you most proud of in your growth as a reader, writer, and/or student as a result of this course?</p> <p>How do specific portfolio entries demonstrate major skills you’ve acquired or improved? (Comments could include general reading/writing skills such as analysis or rhetoric and do not necessarily need to line up with the individual assignment requirements such as argument, cause</p>



<p>How do specific portfolio entries demonstrate major skills you've acquired or improved? (Comments could include general reading/writing skills such as analysis or rhetoric and do not necessarily need to line up with the individual assignment requirements such as argument, cause and effect, etc.) May provide students with copies of competencies.</p> <p>How do specific portfolio entries demonstrate something of your personal style or approach to reading/writing?</p> <p>Identify the essay you chose to revise, the major revisions you made, and why you made those changes.</p> <p>What aspects of your reading/writing would you like to develop further? What are your goals as a reader/writer as you progress into 2nd semester?</p>	<p>and effect, etc.) May provide students with copies of competencies.</p> <p>How do specific portfolio entries demonstrate something of your personal style or approach to reading/writing?</p> <p>Identify the essay you chose to revise, the major revisions you made, and why you made those changes.</p> <p>How do you expect reading/writing to fit into your future academic work and/or career?</p>
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*** Note: the reflective essay should be a fully-developed and organized essay, not simply a list of answers to the questions above. Because students will not have the opportunity for revision, it will be graded as a timed writing (draft). Reflective essay will be graded using a CAPSTONE RUBRIC that assesses structure, coherence/organization, reflective responses to the prompts, and readability.

Process Competencies

Transitional courses are intended to help students develop conceptual understanding and problem-solving ability as well as college and career readiness. To that end, the courses include process competencies related to metacognition and essential skills. While these competencies are not assessed directly, they should be a part of instruction and assessed indirectly.

Metacognition	
Planning and Monitoring	Throughout the Transitional English course, students are engaged in processes of reviewing their learning and planning for future progress in their reading, thinking, and writing skills. Formative assessments and class discussions require students to reflect on previous learning and decide how to apply new learning.
Self-Reflection	Through journal writing, small-group and whole-group discussions, students are continually reflecting on their reading, thinking, and writing. Students will also produce a reflective writing demonstrating their progress through both semesters of the course (see Semester and Course Capstone above).



Transfer	The topics, texts, activities, and assessments of the thematic units are all designed to promote thinking and engagement with real-world issues. This will promote the transfer of literacy skills to the world outside of the classroom.
Essential Skills	
Personal Ethic	Through the range of topics and texts, students will be encouraged to expand their thinking about the world they live in. Students will have the opportunity to reflect on their own beliefs and the beliefs of others and to persevere through challenging questions and tasks.
Work Ethic	Because the course continually builds on previous learning, students will need to be present, be engaged in class activities, and complete work in a timely manner. The emphasis on writing processes and development of a writing community in all units will hold students accountable to themselves and to their peers.
Teamwork and Communication	Discourse is an integral component of the Transitional English course. Students will engage in frequent discussions with a variety of groups and contexts including both informal discussion and more formal constructed arguments. Students will focus on engaging in respectful communication that is appropriate to the task and audience.

Integration of Content Competencies

Transitional English courses cover content competencies in the areas of reading, critical thinking and analysis, and writing. The course and instructional delivery methods must fully integrate across these three competency areas and avoid teaching the reading and writing competencies in an isolated, subskills fashion. The course pedagogy and related text selections must be organized around themes, critical issues, or concepts directing student focus to larger ideas that foster critical thinking, reading, and writing skills. Contexts used should be authentic whenever possible and apply to the student’s college or career path.

Examples may be found on the [Content Competencies spreadsheet](#).

Attendance Policy

Students seeking Transitional English portability must maintain regular attendance. Students are expected to actively engage in the elements of the course.

Academic Honesty and Integrity Statement

Students are expected to maintain academic honesty and integrity as students by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the student receiving a zero for that test, assignment, or paper.



American Disability Act Compliance

In compliance with ADA guidelines, students who have any condition, either permanent or temporary, which might affect their ability to perform in this course, are encouraged to inform the instructor at the beginning of the course. Adaptations of teaching methods, class materials, including text and reading materials or testing, may be made as needed to provide for equitable participation.

Transcripted Placement

The high school will transcript the appropriate Transitional English course code upon successful completion of the transitional course. Colleges will use final high school transcripts and the transitional math codes provided therein to place the student into the appropriate college-level math outcome course associated with the course code.