Transitional English Syllabus

| **Syllabus Reminders:**   * *This is NOT a syllabus that you would give to students. The intent of this syllabus is to demonstrate to the LAP and State Transitional English Portability Panel that your course meets the competencies and policies of Transitional English.* * *Be explicit with your details of this course - what may be clear or assumed for you and your partnership may not be clear for the State Portability Panel Members.* * *Make sure to include not only the WHAT, but also the HOW of your curriculum, assessment, and instruction.* |
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Course Information

| Course Name | Transitional English |
| --- | --- |
| ISBE SIS Code | 01004A001 |
| Portability Code | TE001 |
| Course Duration | 1 year |

Contact Information

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

Course Description

Evaluation

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# Grading Philosophy

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**Grading Scale**

# Grading Categories - See chart below

**Course Assessments**

**First Semester**

| 20% | 80% | |
| --- | --- | --- |
|  | Summative | Formative |
| % | 0% |
|  |  |

**Second Semester**

| 20% | 80% | |
| --- | --- | --- |
|  | Summative | Formative |
| % | % |
|  |  |

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# Course Success

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

| **Semester 1** | **Semester 2** |
| --- | --- |
|  |  |

**Course Policies**

**Guidelines for Creating Multiple Drafts**

Course Materials

| **Unit** | **Texts** | **Graphic Organizers & Additional Materials** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Course Units of Study

| **Unit 1: TITLE**  ***Compelling/Essential Question:***  **\_\_\_ days** | | |
| --- | --- | --- |
| **Rationale & Coherence:** | | |
| **Description** | **Strategies/Activities** | **Assessment** |
|  |  |  |
| **Unit 2: TITLE**  ***Compelling/Essential Question:***  **\_\_\_ days** | | |
| **Rationale & Coherence:** | | |
| **Description** | **Strategies/Activities** | **Assessment** |
|  |  |  |
| **Unit 3: TITLE**  ***Compelling/Essential Question:***  **\_\_\_\_\_ days** | | |
| **Rationale & Coherence:** | | |
| **Description** | **Strategies/Activities** | **Assessment** |
|  |  |  |
| **Unit 4: TITLE**  ***Compelling/Essential Question:***  **\_\_\_\_ days** | | |
| **Rationale & Coherence:** | | |
| **Description** | **Strategies/Activities** | **Assessment** |
|  |  |  |
| **Unit 5 TITLE**  ***Compelling/Essential Question:***  **\_\_ days** | | |
| **Rationale & Coherence:** | | |
| **Description** | **Strategies/Activities** | **Assessment** |
|  |  |  |

**Semester and Course Capstone Projects**

| **Fall Semester Reflective Questions** | **Spring Semester Reflective Questions** |
| --- | --- |
|  |  |

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 |  |
| Self-Reflection |  |
| Transfer |  |
| **Essential Skills** | |
| Personal Ethic |  |
| Work Ethic |  |
| Teamwork and Communication |  |

Integration of Content Competencies

**Attendance Policy**

**Academic Honesty and Integrity Statement**

**American Disability Act Compliance**

**Transcripted Placement**