Transitional English Syllabus

Course Information

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

Contact Information

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Community College Name	Sauk Valley Community College

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 as the overall grade for second semester for placement in college-level English courses. Students earning a "D" in the course will receive high school credit but will not gain placement or portability in college-level English.

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%

Course Assessments

First Semester

20%	80%	
First Semester Reflective Paper & Portfolio Submission	Summative	Formative
	70%	30%
	Unit 1 Summative: Definition Essay Unit 2 Summative: Illustration Essay Unit 3 Summative: Cause & Effect Essay *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.*	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 *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.*	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 discussions, implementation of writing processes 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

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

Course Policies

1. These course policies supersede all local school policies.
2. Students will not be allowed to rewrite unit final essays, with the exception of one piece of student writing 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.

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.

Course Materials

Unit	Texts	Graphic Organizers & Additional Materials
Unit 1	Steve Jobs Commencement Address (Stanford) *(printed speech & video recording)* Grit Angela Duckworth TED Talk video with pdf transcript Overcoming Obstacles (whole class with annotation) *(newspaper article)* OR Surviving by Marie Lu (*Common Lit* article) The Road to Resilience *(pamphlet)* Supplemental Texts: Outliers (excerpts: Intro, Chapters 1 & 2) *(nonfiction book by Malcom Gladwell)* The Elements of Success *(Common Lit article)* How Resilience Works *(Common Lit article)* How to Make Stress Your Friend *(Ted Talk)*	Text map - Segment 3 Mindset Quiz (online) Visualization Board
Unit 2	The Universal Declaration of Human Rights UNICEF Video "For Every Child 2010" *(youtube video)* "The History of Wounded Knee: We Shall Remain" *(PBS Learning Media video)* "Malala Yousafzai" *(Biography.com article)*	Story Arc Graphic Organizer
Unit 3	3d Chalk Art *(youtube video)* "Perception is Not Reality" *(Psychology Today article)* "Are We in Touch with Our Reality" *(Association of Psychological Science article)* Perception vs. Reality *(article from thepleasantmind.com)* Plato's Allegory of the Cave (print & TedEd video) Propaganda Images *(slide presentation)* Fake News *(youtube video)* Spotting Hate Propaganda *(youtube video)*	
Unit 4	My Sister's Keeper *(Movie Clips)* [Medical Emancipation] What Is a Savior Sibling? *(Clip)* Savior Sibling is Born after Embryo Selection in the United States *(Article)*	

	"Savior Siblings" *(Article)* Medical Ethics: Right, Wrong, & The Space Between The Original Hippocratic Oath *(.gov website)* The Modern Version *(pbs.org website)* Henrietta Lacks, the Tuskegee Experiment, and Ethical Data Collection: Class Course Statistics #12 Why the Nazis Were Obsessed With Twins Mengele's Medical Experiments The Twins of Auschwitz *(includes videos)* Medical Experiments of the Holocaust and Nazi Medicine Partner Activity WS Medical Ethics CheatSheet Henrietta Lacks: Preserving Her Legacy (video) Frankenstein chapter 4 *(fiction with audio)* Frankenstein: Graveyards, Scientific Experiments and Body Snatchers *(Article excerpt "Graveyards and Body Snatchers")* Grave Robbers	National Geographics *(video)* Designer Babies: Model Status Gene Pools	
Unit 5	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? (Audio link embedded) Bill of Rights (links embedded in article) How Free Speech and Social Media Fit Together US Courts What Does Free Speech Mean (student activities linked in article) Top 10 Need to Know Apple vs FBI Facts (video) Why The U.S. Government And Big Tech Disagree On Encryption (video) How Technology Has Changed Our Ability to Solve Crimes	Graphic organizers for note taking

[How America's surveillance networks helped the FBI catch the Capitol mob](#) [JK Rowling Slams 'Activist Actors' Who Doxxed Her During Trans Rights Protest](#) [What Is Doxxing?](#) [Where Did Doxxing Come From and Why It Keeps Coming Up](#) [Supreme Court Rules for Cheerleader Punished for Vulgar Snapchat Message](#) [John F. TINKER and Mary Beth Tinker, Minors, etc., et al., Petitioners, v. DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT et al](#)	

Course Units of Study

Unit 1: Defining Success 21 days		
Rationale & Coherence: As they look toward the beginning of their adult lives, many grade 12 students are interested in the idea of what it takes to be successful as an adult. They will be able to draw on their own experiences to identify how their view of success informs the strategies they use to accomplish it. This unit includes a heavy emphasis on foundational reading competencies, as students will need to utilize these skills throughout the duration of the course. The writing in this course is launched in this unit through a definition essay (2 pages in length). This allows students to connect on a personal level with a familiar topic in order to build confidence, as well as to connect their ideas with the ideas of others. There is considerable emphasis on the writing process, as well as determining audience and making decisions based on the audience to create a solid foundation for more sophisticated writing that will be developed throughout the course. The pre-writing, writing, and revision process in this unit are very structured and teacher centered to build student capacity. Sources are provided for students to utilize in their writing. Structured activities include the use of graphic organizers, mini lessons, and conferencing with the instructor. A guide is provided to support peer feedback and revision.		
Description	**Strategies/Activities**	**Assessment**
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	Small group & whole group discussion Reflective journaling	Students research a successful public figure. Students interview someone they consider to

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unit with a success/failure activity in relation to famous individuals in history. This unit includes journaling to reflect on readings and class discussions.

Segment 1: What is success?
Segment 2: What is the role of perseverance in achieving success?
Segment 3: What character traits do we see in successful people?
Segment 4: What is the role of resilience in achieving success?
Segment 5: How can facing obstacles/failure lead to success?
Segment 6: How can your mindset contribute to your success?
Segment 7: What would success look like for me?
Segment 8: How do I define success?

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.

The culminating assessment is a definition essay on success that encompasses the texts, discussions, and experiences that includes class time for prewriting, feedback, and modeling. | Student research

Read-alouds & independent reading

Text annotation (whole class)

Mentor texts (sample definition essay)

Pre-writing graphic organizer

Text map graphic organizer

Paragraph checklist

Peer review guide

Frayer Model (vocabulary graphic organizer) | be a success. Findings are shared from interviews in class and students reflect on findings in a personal journal reflection.

Culminating Assessment: Definition Essay (2 pages) (10 days) |

Unit 2: Human Rights
Are all people able to access their fundamental human rights?
16 days

Rationale & Coherence:
After considering personal focus in unit one, this unit will stretch student thinking and understanding to the world beyond themselves. Human Rights issues are gaining more and more attention in the media's eyes. It is important that students are informed about current situations happening around the world as well as human rights denied in the past in order for them to make decisions regarding what they support and how to support it.
This unit builds on unit one's foundational reading skills by asking students to apply these strategies to more complex informational texts ("Universal Declaration of Human Rights," etc.). Writing in this unit introduces the important skills of evaluating and selecting the best evidence to support a claim. Students will apply these skills as they develop their Illustration essays (2 pages in length).

The pre-writing, writing, and revision process in this unit are very structured and teacher centered to build student capacity. Students are required to conduct their own research to find the best evidence. Structured activities include the use of mini lessons and conferencing with the instructor. An outline template is provided to students to help them organize their evidence, analysis, and thinking. A guide is provided to support peer feedback and revision.

Description	Strategies/Activities	Assessment
This unit helps students understand what human 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. 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? 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.	Reflective journaling Partner reading Word identification (key words) Small & whole group discussion Fishbowl/Socratic Seminar Narrative nonfiction writing Exploration of mentor texts Pre-writing strategies (free writing, brainstorming, clustering, questioning) Peer review guide Source review guide	Illustration Expository essay (2 pages)

Unit 3: Perception & Reality
What is real and what is the truth? How influential is the media in shaping our reality?
25 days

Rationale & Coherence:

Building on units one and two in this course, unit three combines understandings of self and others and extends critical thinking and analysis to contemplate how perception plays a role in societal relationships and functions within a democracy. We are living in a time where social media and news play a huge role in our daily lives, yet there is so much misinformation and propaganda that it is often hard to tell the difference between real and fake. Students will be asked to distinguish between reality and perception and find ways to educate themselves to find accurate information.

Unit three builds on prior units by asking students to apply these reading strategies to increasingly complex texts as students navigate a variety of text types and formats. Critical thinking and analysis focuses on fact versus opinion, as well as on identification of logical reasoning and fallacies, including considerations related to author's purpose, audience, point of view, and bias. Writing in this unit complements the reading focus as students critically evaluate the credibility and reliability of their sources and evidence to support a claim in a culminating Cause & Effect paper (2-3 pages in length).

The pre-writing, writing, and revision process in this unit is less structured and more student centered. Students are expected to use pre-writing, outlining, drafting, and other skills practiced in previous units. Students are required to conduct their own research to find the best evidence. An outline template is provided to students to help them organize their evidence, analysis, and thinking. A guide is provided to support peer feedback and revision, which is included in the unit.

Description	Strategies/Activities	Assessment
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. Segment 1: What is perception? What is reality? Segments 2-6: Can we believe in reality, or do our perceptions skew reality? Segments 7-9: How does messaging impact my reality and the reality of others? Segments 10-12: How influential is the media in	Reflective journaling Pre-reading strategies Examination of Text Structure and how it contributes to meaning Identification of main idea Small group discussion Gallery Walks Venn Diagram	Journaling 2-3 paragraph written response on connection between Allegory of the Cave & social media 2-3 paragraph response (journal) trusting your senses Cause/Effect Essay: 2-3 pages in length.

shaping our perception/reality?	Box & Bullet Chart (graphic organizer)	
	Slide Presentation	

Unit 4: Medical Ethics *Do advances in medical science affect ethics or do ethics affect advances in medical science? Why?* **34-36 days**		

Rationale & Coherence:

In the first half of the year, students have developed a sense of mirror and windows - understanding themselves and others in the outside world. In unit 3, students were introduced to moral and ethical issues in shaping perception. In unit 4, students are asked to consider, explain, and analyze the views of self and others in moral and ethical issues. Students will examine how medical ethics keep us safe, and will also be faced with difficult cases past and present where medicine crossed ethical boundaries for the good of humanity, as well as well-intended studies that led to questionable outcomes.

Reading in this unit is sustained and in-depth. Texts continue to grow in complexity as students read a large volume of texts featuring a variety of types and formats that are heavy on academic and domain specific vocabulary. Rich and demanding vocabulary requires students to practice important reading comprehension skills (word parts, context, etc.). The inclusion of excerpts from fictional and literary non-fiction promotes development and understanding of figurative language and inferences that will serve to enhance student reading comprehension and application in writing.

Unit four incorporates a balance of "writing to learn" through journaling, structured responses, and formal note taking with summaries, as well as "writing to communicate" through debate, infographic, and a formal I-SEARCH paper. Self-awareness of writing to learn strategies is emphasized throughout the unit as students select graphic organizers and strategies that best suit their learning style and needs.

This unit of instruction focuses heavily on metacognition through an I-SEARCH paper (3-5 pages in length) that requires students to not only locate and evaluate sources, but also reflect on how the sources contribute to their thinking about the topic.

The pre-writing, writing, and revision process in this unit is less structured and more student centered. Students select a topic of interest related to the unit, develop their own research question, and conduct all research independently. As previously mentioned, the I-SEARCH paper focuses on student reflection on decisions made throughout the writing process to encourage them to think about their thinking in order to grow as writers in a global community. An outline template and teacher provided supports are available to students to help them organize their evidence, analysis, and thinking. A guide is provided to support peer feedback and revision, which is included in the unit.

Description	Strategies/Activities	Assessment
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,	Whole group & small group discussions	Journaling - regular response to text in writing

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. 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? 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?	Reflective journaling Jigsaw activities Reading strategies for understanding vocabulary 4 corners activity Partner work & brainstorming activities Peer review guide Note taking strategies (headings & subheadings, flowchart, mind map, double entry journal, etc.) I-SEARCH organizer	Infographic I-Search Paper (3-5 pages)

Unit 5: Technology: Freedom & Security *Are there limits to your freedom of speech and privacy on social media?* 30 days

Rationale & Coherence:
This culminating unit asks students to synthesize what they have learned about rights & ethics. This understanding reflects how this learning applies to behavior as students consider what connects or isolates individuals. Students today do not know life without the internet and use it in almost every aspect of their lives (education, commercial, social, financial). The rapid rise of social media in the world leaves little time for people to realize the consequences it can have on our freedoms and personal privacy.

Students continue to apply the reading strategies learned throughout the course in Unit 5: developing vocabulary, identifying audience, analyzing ideas and purpose, drawing conclusions, evaluating arguments, determining tone, and connecting and extending ideas. Texts continue to be varied and complex.

Unit five integrates the writing skills learned in previous lessons to complete an argumentative essay (3-5 pages in length). Students must address counterclaims, synthesize sources, and provide analysis to support a position on the issues of privacy and freedom of speech.

This unit fosters independence by requiring students to develop and manage the research and writing process.

Students will select their own strategies for pre-writing, outlining, and drafting. Students establish a position related to the unit, conduct all research independently, and use appropriate evidence to support their position while refuting other claims. A simplified outline template is available to students to help them organize their evidence, analysis, and thinking. A guide is provided to support peer feedback and revision, which is included in the unit.

Description	Strategies/Activities	Assessment
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 in which students will choose a position for or against government limits to social media and support that position with reasons and examples. 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	Vocabulary journaling Reflective journaling Small group Partner work Whole class discussions Graphic organizers Peer review guide	Pre and post reading journaling in response to text 3-5 page argumentative essay

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 subject to consequences at school? Segment 11: Students write a 3-5 page argumentative essay		

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
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? What challenges, if any, did you face in meeting the expectations of this class this semester and how did you meet those challenges? How have you grown or developed as a reader/writer through your experiences in this class? How do specific portfolio entries demonstrate major skills you've acquired or improved? (Comments could	What challenges, if any, did you face in meeting the expectations of this class, and how did you meet those challenges? What are you most proud of in your growth as a reader, writer, and/or student as a result of this course? 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.

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.

How do specific portfolio entries demonstrate something of your personal style or approach to reading/writing?

Identify the essay you chose to revise, the major revisions you made, and why you made those changes.

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?

How do specific portfolio entries demonstrate something of your personal style or approach to reading/writing?

Identify the essay you chose to revise, the major revisions you made, and why you made those changes.

How do you expect reading/writing to fit into your future academic work and/or career?

*** 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 prompt, 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. The portability code must be recorded in the "Notes" section of the final transcript. Colleges will use final high school transcripts and the transitional English codes provided therein to place the student into the appropriate college-level English outcome course associated with the course code.