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

*Course evaluation methods must meet the agreed upon grading structure in the MOU.*

* *Include specific information on grading and assessment.*

Course Materials

*Course materials must support the competencies of a Transitional English course.*

* *Include information on learning resources that are required and most frequently used such as textbooks, statewide resources, open educational resources (include links when feasible), etc.*

Course Units of Study

*Units of study describe the organization of all the competencies and key performance indicators for the course as well as the required emphasis on integration of content competencies. A Content Competencies spreadsheet corresponding to the units should accompany this syllabus.*

* *Include a detailed topical outline for each unit of instruction*

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. See pages 9-10 in the *Competencies and Policies Document* for more information.

* *Provide evidence illustrating how this criterion is being met. Evidence should address how the process competencies are included throughout the course. Include a narrative describing how this criterion is met in your own words.*

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.

* *Provide evidence illustrating how this criterion is being met. Evidence should address how integration of content competencies is incorporated throughout the course, including in formative and summative assessments. Include a narrative describing how this criterion is met in your own words. Also, include a sample lesson, task or project.*