

# Challenger High School

## Bridge to College ENG 401 and 402 Syllabi

**CEDARS Code 1004**

September 7, 2021

**Instructor: Kim Willmott**

**Grade Level: 12**

**Time Requirements**

**Phone: (253) 683-6815 E-mail: [kwillmott@bethelsd.org](mailto:kwillmott@bethelsd.org) Credit: 0.5 ELA for each section**

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Students will be required to do 5 hours per week of class work and to do 7.5 hours of homework per week. Students are required to contact the instructor prior to an absence in order to determine how the student will make up any missed assignments.

### **Course Description**

The Bridge to College course in English/Language Arts addresses key learning standards from Washington State's K-12 learning standards (CCSS) with focus on reading, writing, listening, and research work as well as essential college-and-career readiness standards agreed upon by both higher education faculty and K-12 educators. By the end of the course, students will be able to use strategies for critical reading, argumentative writing, and critical thinking while reading unfamiliar texts and responding to them in discussion and writing. The course will also develop students' essential habits of mind necessary to be successful in college, including independence, productive persistence, and metacognition. Students completing this course will be equipped to engage in college-level work in English. Seniors who score a Level 2 on Smarter Balanced 10<sup>th</sup>-grade ELA assessment and are successful in this course (B or better) may be enrolled in entry-level college English/Language Arts without remediation or additional placement testing at Washington technical and community colleges. Students who score a Level 1 on the Smarter Balanced 10<sup>th</sup>-grade ELA assessment and who pass this course with a 60% or higher will meet their high school graduation requirement in English Language Arts. Resources used in the course include those developed from the California State University Reading and Writing Course, the Odell Education for Engage, NY, and SREB Literacy Ready.

## **Course Content**

Students will demonstrate a basic understanding of the following:

### **ENB401**

- · Reflect upon and share out-of-school reading expertise
- · Build awareness of and be able to explain how different genres make unique demands on readers
- · Further develop awareness of how purpose and audience shape texts of various expository genres
- · Cite strong and thorough evidence to support analysis of what a text says and implies
- · Analyze an author's assumptions and appeals (e.g. ethos, pathos, and logos)
- · Write a letter to the editor or an essay responding to the issues of the text(s) making effective rhetorical choices in light of audience and purpose

### **ENB402**

- · Identify major themes of a complex full-length novel
- · Analyze character traits and motivation
- · Analyze the effects on the reader of stylistic choices and modes of exposition
- · Write an essay about one of the issues raised by the novel, supporting ideas with evidence from the text

**This course meets the state and Bethel School District graduation requirements.**

Bridge to College course content helps accelerate the full implementation of the CCSS so all students can achieve the outcome defined in the new standards, including: Higher-order critical thinking skills, precision in reading and writing, accurate analysis and evaluation, problem-solving skills, deeper conceptual understanding, expanded academic vocabulary, and media literacy.

For more detailed information on Common Core State Standards see the following link:

[http://www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI\\_ELA\\_Standards.pdf#3](http://www.k12.wa.us/CoreStandards/ELAstandards/pubdocs/CCSSI_ELA_Standards.pdf#3)

**Materials (may include but are not limited to)**

- · Full-length novel, as selected by teacher and suggested by Bridge to College resources
- · Teacher-selected essays and writings as provided by Bridge to College course resources

### **Assessments (may include but are not limited to)**

- · Screening
- · Diagnostic Assessments
- · Student's Learning Plan as a foundation for assessing learning
- · Student discussions, questions, participation
- · Partners sharing as teacher observes
- · Student's response to inquiry
- · Student's teaching students as teacher observes
- · Teacher observation of student skills as compared to student's learning plan
- · New lessons and assessments for learning based on student's need
- · Embedded assessments

### **Progress**

- · Student progress is monitored weekly. Student monthly progress is at the discretion of the certificated teacher based on monthly evaluations and the student's ability to complete the required learning objects for that month.
- · If a student fails to make collective progress, monthly progress is deemed unsatisfactory. Student monthly progress is specifically evaluated against progress objectives, which are clearly defined in the course for each month.
- · In addition to the course schedule, these learning targets may also come in the form of lesson, unit, assignment and/or assessment completion dates.
- · These established progress-learning targets will allow teachers and students to assess the students' educational progress in meeting the course learning standards.

### **Grading Scale (Progress reports will be done monthly)**

- · **A (Excellent) - (90-100%)** Consistently scored high; demonstrated exemplary abilities through scores earned on assessments. Student showed outstanding mastery of skills they were expected to learn in this course.
- · **B (Proficient) - (80-89.99%)** Consistently worked toward mastery of skills they were expected to learn in this course. Occasionally scored high; demonstrated adequate abilities through scores earned on assessments. Student shows adequate mastery of skills they were expected to learn in this course.
- · **C (Standard) - (70-79.99%)** Demonstrated average abilities through scores earned on assessments. Student showed average mastery of skills they were expected to learn in this course.

- • **D (Passing)** (60 – 69.99%) Demonstrates minimal understanding of the material and completion of various assessments but does not have mastery of all concepts for the course.
- • **F (Failing)** (59.99% or below) Opted out of opportunities to redo assignments to show mastery of assignments. Failed or scored below average; failed to demonstrate mastery of the skills taught as determined by assessment scores.

### **Relationships to Other Content Areas**

· Completion of this course will require the student to integrate social, historical, societal, and technological skills.

### **Class Expectations**

- • Students will use technology **with teacher permission** to support learning objectives
- • Students may be required to work in small groups
- • Students will be to class on time
- • Students will fully engage in learning opportunities
- • Students will meet assignment due dates
- • Students will comply with school-wide rules as set forth in the student handbook
- • Additional expectations given on the first day of class