



## MASTER COURSE OUTLINE

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### COURSE TITLE

HS Reading/Writing/Communication

### GENERAL COURSE INFORMATION

Dept.: OPD

Course Num: 010

(Formerly:)

CIP Code: 32.0205

Intent Code: 12

Program Code: N/A

Credits: 0.5-3

Total Contact Hrs Per Qtr.: 55-165

Lecture Hrs: 55-165

Lab Hrs: 0

Other Hrs:

Distribution Designation:

### COURSE DESCRIPTION (as it will appear in the catalog)

This course will help students develop critical thinking, reading, and writing skills at the high school level.

Students will demonstrate their reading for comprehension and writing skills through reflective essays.

High school completion credit only.

May be repeated as necessary.

### PREREQUISITES

Students must be registered in an Open Doors course

### TEXTBOOK GUIDELINES

Instructional materials as determined by the instructor

### COURSE LEARNING OUTCOMES

*Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:*

- Demonstrate the ability to communicate opinions and ideas through writing
- Organize and analyze information and reflect upon its meaning
- Support points of view with evidence
- Use citation/reference formats and requirements
- Use a wide range of reading strategies
- Integrate prior knowledge with new information to deepen synthesis of the information
- Demonstrate well developed sound sentence structure and proper punctuation usage through writing assignments

### INSTITUTIONAL OUTCOMES

None

### COURSE CONTENT OUTLINE

- Historical documents, speeches and news reports
- Opposing opinion resource material

- Essays and short stories
- Proper citation style and format; differentiating between paraphrasing, citing and plagiarism
- Writing standards regarding word choice, spelling, punctuation, sentence structure, and organization

## **DEPARTMENTAL GUIDELINES**

This course will satisfy up to three high school reading, writing, and communication (English) credits for HS21. Independent study may be approved by instructor on a topic related to reading, writing and/or communication.

College and Career Readiness Standards (CCRS) for BEdA Program: Instruction is aligned to the following CCR Standards:

C-E in Reading based on the CCRS Anchors:

- 1 (Read closely to determine what the text says explicitly and to make logical inferences from it),
- 2 (Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas),
- 3 (Analyze how and why individuals, events, and ideas develop and interact over the course of a text),
- 4 (Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone),
- 5 (Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text [e.g., a section, chapter, scene, or stanza] relate to each other and the whole),
- 6 (Assess how point of view or purpose shapes the content and style of a text),
- 7 (Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words),
- 8 (Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence),
- 9 (Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, and
- 10 (Read and comprehend complex literary and informational texts independently and proficiently).

C-E in Writing based on the CCRS Anchors:

- 1 (Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence),
- 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content),
- 3 (Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences),
- 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),
- 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 6 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),
- 7 (Conduct short as well more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation),
- 8 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism), and
- 9 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

C-E in Language based on the CCRS Anchors:

- 1 (Demonstrate command of the conventions of standard English grammar and usage when writing or speaking),
- 2 (Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing),
- 3 (Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening),

- 4 (Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate),
- 5 (Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, and
- 6 (Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression).

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**DIVISION CHAIR APPROVAL**

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**DATE**