

HIGHER EDUCATION COORDINATING BOARD
ENGLISH COLLEGE READINESS DEFINITIONS
PRELIMINARY

JANUARY 2007

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INTRODUCTION

Washington State's 2004 Master Plan for Higher Education calls for defining college readiness in mathematics, science, English, world languages, social studies and the arts. In 2005, the State Legislature provided funding for the Higher Education Coordinating Board to define college readiness in English and science.

The Need

Even though the majority of Washington's students enroll in a 2- or 4-year state college within a year of graduation, a significant number of students do not score high enough on college placement tests to take credit-bearing coursework without first taking remedial coursework in English and/or mathematics.

A recent analysis of Washington's 2004 high school graduating class by the Social and Economic Sciences Research Center, Washington State University (Puget Sound Division), revealed the following:

- Among the 2004 public high school graduates attending Washington's state universities, community and technical colleges in their first year after graduation, 42 percent enrolled in at least one remedial course (English or math, or both).
- About twice as many recent graduates enroll in remedial math than in remedial English.
- Remedial enrollment is much higher among students at the open-enrollment community and technical colleges (55 percent), compared to the competitive admission universities (13 percent).

Since specific placement tests do not exist for the sciences, college remediation rates are neither known nor reported. In addition, the state has developed Grade Level Expectations (GLEs) through the 11-12th grades in mathematics, but English and science GLEs do not exist beyond the 10th grade. The math GLEs contain thoughtfully constructed learning goals that provide useful guidance for both teachers and learners through the 12th grade. The college readiness attributes and definitions included in this document were constructed by teams of educators in Washington State with that same intent—to provide an essential educational framework so that students will be better prepared for the rigors of college-level learning in the sciences and English (reading, writing, and communications).

The Process of Phase I

In January 2006, Phase I of the English and science college readiness project began by engaging content development teams composed of secondary teachers and college faculty whose charge was to define the skills and knowledge that students need to be prepared for entry-level general education college

coursework. Both teams provided a wide range of experience and expertise in various science and English disciplines (see attached list of team members).

To begin their work, the teams examined a summary of college readiness criteria that have been developed by other states and national organizations. The teams also reviewed state K-10 learning goals, such as those contained in Washington's Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs). Because GLEs do not exist in English or science beyond tenth grade, the teams set out to develop college readiness documents that would bridge the gap between established secondary learning goals and the competencies students need to be prepared for the rigors of college-level courses.

For the past 11 months, the content teams have been engaged in extensive development, writing, reviewing, and editing of draft documents. Their collective efforts have produced the preliminary college readiness attributes and definitions contained in this document. *Preliminary* is stressed because it is anticipated that these attributes and definitions may be modified after they are piloted in classrooms across the state in a planned Phase II of the project.

The English and science college readiness documents are similar in format to the mathematics standards document that was published in 2006 through the efforts of the Transition Mathematics Project, led by the State Board for Community and Technical Colleges. The adoption of similar formats was to facilitate eventual implementation of college readiness strategies across subject areas after field testing and adequate professional development has taken place.

Like the math project, the English and science college readiness attributes and definitions are intended to articulate the relationship between Washington's K-10 learning standards and the knowledge and skills students need to develop throughout high school, particularly during the last two years of high school.

Finally, in proposing English and science college readiness, the development teams emphasized that the intent is not to add another assessment layer or requirement to the K-12 system. While development of measures to determine whether individual students are "college ready" is viewed as valuable for both teacher and learner, additional statewide testing is considered unnecessary and, perhaps, counterproductive at this time.

PROLOGUE

College readiness in English must be broadly defined as the reading, writing, and communications skills and knowledge that college students need to succeed in entry-level, general education college coursework. Additionally, for students to be “college ready” requires that they attain several overarching personal attributes that set the tone for successful learning. The essential attributes identified in this document include: active intellectual engagement, responsibility, perseverance, time management, self-reflection, independence, ability to work in a multicultural context, and strategies to locate and use support groups.

In short, the college readiness content definitions in this document reflect “*what to learn*,” while attributes reflect “*how to learn*.” Although the definitions and attributes are presented as separate and distinct areas, they should be considered interconnected, interdependent and necessary for students to be able to complete entry-level, general education college coursework covering reading, writing and communications.

Attributes

Students must realize that at the postsecondary level the learning process becomes more demanding and more complex and that the pace of post-secondary coursework is much more rapid than that of high school courses. Reading and writing assignments on more advanced topics must be completed within more condensed timeframes.

In preparation for college, students need to develop a framework that helps them meet more demanding expectations which can be met by acquiring and practicing the attributes noted above. Engaging high school students in a variety of increasingly complex reading and writing experiences that incorporate time and task management expectations provides a foundation for this profound change.

Students who enter college having acquired and practiced the essential attributes as part of their normal, ongoing behaviors are more likely to have personal confidence and a sense of belonging to a learning community. These are integral to success in learning and in effective academic participation in college. “College-ready” students challenge themselves to move forward into this new and rigorous environment, engaged, curious and expecting success.

Reading, Writing and Learning

Reading and writing abilities are inextricably linked, and both are critical to college success. The research is clear:

- students simply learn more if they write about what they read;
- students who read thoughtfully and critically are developing their writing abilities at the same time;
- and what students read broadens their ability to think and write about history, science, math, business, political science, literature, and so on separately or in relationship to each other.

As stated by the Wisconsin Reading Association, “Reading and writing are parallel processes in that both are purposeful, dependent on background knowledge and experiences, and focused on the construction of meaning”(2006).

Although reading instruction is often erroneously considered remedial, advanced and complex strategic reading is required for college work. Critical reading requires continuous instruction at every level. To this end, each content area teacher is, and must be, a teacher of reading, for acquiring knowledge of a content area requires learning and engaging with the specific reflective thought patterns, forms of inquiry, and modes of expression characteristic of that discipline.

College assignments invite students to think like members of specific disciplines. Therefore, to promote college readiness, all content area teachers need to provide multiple and varied opportunities for students to read, inquire, and respond across disciplines, genres, and purposes. Students must continually practice reading and responding to more complex and sophisticated situations in order to be ready for the demands of the college curriculum.

In college, very little of the reading is literature; rather, students read editorials, the essays of public intellectuals, serious issue-based essays, book-length discussions, literary nonfiction, and technical writing in the form of content-specific textbooks and other texts. In high school, these types of materials can introduce students to a wider literacy—one in which understanding the rhetoric of a newspaper editorial is as important as understanding the subtle nuances of a piece of classic literature if not more so.

College readiness activities in high school should take into account the basic differences between high school and college learning. One core difference is that while most high school readings are from textbooks, college readings are often primary sources. College reading tasks shift from a focus on comprehension and reading what is “on the lines,” to reading “between and beyond the lines”; this

advanced reading requires exploring and synthesizing related ideas and connecting them to prior knowledge and context; evaluating, critiquing, and challenging positions. It would be valuable for teachers in specific content areas to come to agreement on how relevant and essential reading strategies will be introduced and reinforced in the curriculum.

Teaching reading in every content area means teaching students the technical skills of text reading such as:

- skimming,
- questioning,
- reading for detail,
- differentiating between fact, opinion, and belief
- paraphrasing,
- summarizing,
- making connections,
- and evaluating.

Because writing occurs in a context rich with many voices, student writers must learn to listen responsibly to the voices of the authors they are reading; the voices of the teachers making assignments and commenting on papers; the voices of their peers, of the media, and of their home culture. No single type of writing, no single type of process, no single type of form can be applied successfully to all writing contexts. The goal of writing instruction, therefore, is not to provide prescriptive modes and formats, but rather to promote rhetorical awareness—the ability of writers to understand the various elements of the context in which they write—and to make choices in their writing based on their understanding.

Content area teachers need to provide multiple and varied opportunities for students to “write to learn” across disciplines, genres, and purposes. Writers must continually practice the repertoire of writing competencies and strategies in response to more complex and sophisticated situations in order to be ready for the demands of the college curriculum. Almost all the writing students do in college is expository and rhetorical.

Therefore, students need a wide variety of writing opportunities in every content area in order to:

- respond,
- summarize,
- analyze,

- synthesize,
- and evaluate.

While engaging in this wide variety of writing opportunities, students will need to develop a substantive and flexible set of skills and strategies to:

- find, create, and select relevant material;
- select effective organizing plans;
- choose precise words;
- compose concise, cohesive sentences and paragraphs;
- revise for readability and purpose;
- and edit for clarity and correctness.

As in the case of reading, content-area teachers should work together to determine the skills most useful for success in writing in each of the content areas.

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STUDENT ATTRIBUTES

The student attributes common to English, Science and Math college readiness are in black type; the attributes applicable only to English college readiness are in *blue italic* type.

Intellectual curiosity is the heart of college readiness. Students succeed when they motivate themselves to persevere through difficult tasks and effectively navigate cultural and ethical norms.

COMPONENT	EVIDENCE OF LEARNING
Demonstrate intellectual engagement.	<ul style="list-style-type: none"> • Recognize that ideas and knowledge are constructed and contested. • Perceive that every discipline is a way of understanding and not just a sequence or compilation of discrete information. • Develop intellectual curiosity: actively explore new ideas and pose questions about meaning, significance, and implications. • Recognize one's own assumptions and challenge them as part of the learning process. • Question, integrate, synthesize and connect new ideas to previously learned concepts. • Actively seek to use the resources, tools, and strategies necessary to accomplish tasks.
Take responsibility for own learning.	<ul style="list-style-type: none"> • Engage in self-reflection and self-evaluation (i.e. examine and learn from errors, seek help when needed, and understand that failure is part of the learning process). • Participate in class and when absent seek ways to learn the material covered in class. • Take advantage of available resources - class time, notes, textbooks, assignments, tutoring services, supplemental materials, instructors, peers, equipment, electronic resources, <i>and libraries.</i> • Prepare work assigned for class: devote the time necessary to be successful and plan ahead to meet deadlines • Seek help addressing issues outside the classroom that may interfere with the learning process. • <i>Seek ways to improve technology skills and understand that knowledge of technology increases one's own efficiency in a professional and/or academic setting.</i> • Contribute to and benefit from group problem-solving.
Persevere through the learning process.	<ul style="list-style-type: none"> • Understand that sustained effort is an important component of successful learning. • Persist at tasks that may be unlike tasks encountered through previous experience and for which simply replicating an example will not work. • Successfully complete tasks that may be time-consuming and require organizing and applying multiple steps, concepts, or techniques • Recognize when an approach is unproductive and make logical modifications and/or switch to another approach. • Accept ambiguity as part of the learning process.

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COMPONENT	EVIDENCE OF LEARNING
Pay attention to detail.	<ul style="list-style-type: none"> • Develop strategies to follow correctly all parts of oral and written directions without needing additional reminders. • Understand the importance of accuracy and use conventions appropriate to the discipline. • Work toward precision in the use of the discipline-specific language. • Take time to review or edit work prior to submission.
Demonstrate ethical behavior.	<ul style="list-style-type: none"> • Treat others with respect through appropriate interpersonal behaviors. • Follow established guidelines for academic honesty, such as the WAC (Washington Administrative Code) or other student codes of conduct. Refrain from academically dishonest behaviors, such as copying another's assignment, copying and pasting from Internet sources, and using sources without attribution. • Take into account how one's decisions impact self, others, and the larger society. • Exhibit an awareness of and respect for different cultural perspectives.
Communicate effectively across a variety of audiences and purposes.	<ul style="list-style-type: none"> • Choose language appropriate to the academic, social, and cultural conventions of the particular audience. • Contribute relevant ideas, clear illustrations, and clarifying examples with an awareness of how one's contribution will impact others. • Express disagreement in ways that permit continued dialogue.
<i>Recognize the role of language in communication.</i>	<ul style="list-style-type: none"> • <i>Understand that language is fluid and evolves over time.</i> • <i>Realize that language is a means of effective and responsible human interaction and also a mode of inquiry into the beliefs and philosophies of oneself and others.</i> • <i>Understand that language reflects a person's identity, and that people communicate in many different ways, depending on culture, class, environment, and location.</i> • <i>Understand that attitudes about language need to be examined because language often reflects unchallenged biases.</i> • <i>Demonstrate creativity in the use of the English language to interpret text and to construct written products.</i>
<i>Understand that evaluation of one's own and others' communication is a lifelong process.</i>	<ul style="list-style-type: none"> • <i>Use and monitor the qualities of effective communication (e.g. body language, pace, volume, tone, expression.)</i> • <i>Assess the effect of presentation on audience (e.g., use verbal and nonverbal audience response and feedback to determine effect).</i> • <i>Offer constructive, non-threatening feedback to peers in support of improving both formal and informal communication.</i> • <i>Seek, consider, and use feedback from a variety of sources to improve written and verbal communication (e.g., teachers, peers, community members, and family members).</i>

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COMPONENT	EVIDENCE OF LEARNING
<p><i>Use interpersonal skills and strategies in a multicultural context to work collaboratively, solve problems, and perform tasks.</i></p>	<ul style="list-style-type: none"> • <i>Detect and respond to the clarification needs of others (e.g. inviting questions, adding examples, using specific references).</i> • <i>Create group consensus for success and evaluate self and others according to the criteria established.</i>

DEFINITION A READING, ANALYSIS AND INTERPRETATION

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Reading and Communication through Grades 9/10.*

Students need to read critically in order to be successful in college. Students read as a way to participate in constructing and contesting meaning.

COMPONENT	EVIDENCE OF LEARNING
A.1 Construct meaning from texts.	<ul style="list-style-type: none"> • Construct meaning from visual and auditory information. • Understand and evaluate meaning in relationship to past knowledge and others' responses.
A.2 Critically view text; evaluate the qualities of evidence. [See Reading GLE 2.3.3]	<ul style="list-style-type: none"> • Analyze the ways a text's organizational structure supports or confounds its meaning or purpose. [See Reading GLE 2.3.1] • Evaluate the kind, breadth, and appropriateness of evidence used to support the writer's reasoning. [See Reading GLE 2.4.4] • Identify the reader's own social and cultural points of view and biases that influence perceptions of and responses to a text. • Analyze two or more texts addressing the same topic to determine how writers reach similar or different conclusions about social perspectives, cultural perspectives, issues, and/or themes. [See Reading GLEs 2.4.6, 2.4.7] • Understand how rhetorical devices enhance meaning in both literary and non-literary texts. [See Reading GLEs 2.2.2, 2.2.3, 2.3.4, 2.4.4] • Identify places in texts where power and privilege impact the intended or unintended message. • Examine the effect of textual portrayals of race, gender, religion, sexuality, class, and culture on society and its more and less privileged groups.
A.3 Analyze writer's purpose and evaluate how a writer's style influences different audiences. [See Reading GLE 2.4.2]	<ul style="list-style-type: none"> • Compare how diverse writers use varying styles to achieve similar purposes. [See Reading GLE 2.4.2] • Connect a writer's use of word choice and figurative language to interpretations of literary and non-literary texts. [See Reading GLE 2.3.3] • Examine how specific rhetorical techniques may be used to achieve a specific meaning and purpose. • Understand that a writer uses vocabulary as a rhetorical device to accomplish his/her purpose. [See Reading GLE 2.4.2]
A.4 Apply advanced comprehension monitoring strategies before, during, and after reading. [See Reading GLEs 2.1.3, 2.1.4, 2.1.5, 2.1.7]	<ul style="list-style-type: none"> • Summarize informational and technical texts, including information provided by visual components. [See Reading GLE 2.1.7] • Paraphrase key concepts and complex sections of a text. • Make inferences and draw conclusions based on textual evidence. • Ask questions that provoke thoughtful conversation. • Recognize that key words in a discipline communicate whole concepts. • Write a sentence that captures the writer's central thought or the answer to his or her key question. [See Reading GLE 2.4.7] • Write a sentence that states an arguable concept or conclusion that can be drawn from multiple selections (e.g., a thesis statement for a synthesis essay). [See Reading GLE 2.4.5] • Understand familiar words in new contexts. • Vary reading pace and reread when appropriate. • Analyze a text's organizational structure, including transitions and shifts, to determine its main idea, argument, and/or central claims. • Effectively annotate a text to increase understanding and retention. • Use pre-reading strategies such as questioning, predicting, activating prior knowledge and setting a purpose for reading.

DEFINITION A READING, ANALYSIS AND INTERPRETATION

Note: This assumes that students have read from both traditional and contemporary sources, and both fiction and nonfiction.

In a college setting, meaning is both constructed and contested. Thus, critical reading and thinking are paramount. Critical thinking can be defined as a process of evaluating facts in their exact arrangement and proportion in order to understand the certainty of our opinions or interpretations. Reading, then, becomes a conscious, constructive, mental activity wherein the reader analyzes and interprets texts. Students should be able to read for information, but college students will also understand how texts work and how to construct meaning through interaction with text.

COMPONENT	EVIDENCE OF LEARNING
<p>A.5 Analyze texts to develop insights and/or draw conclusions. [See Reading GLE 2.4.1, 2.1.7]</p>	<ul style="list-style-type: none"> • Discover connections between reading and life. [See Reading GLE 2.4.6] • Synthesize information from both informational and literary sources to draw conclusions that go beyond those found in individual sources. [See Reading GLE 2.4.5] • Create a statement that best represents an arguable conclusion drawn from a selection. [See Reading GLE 2.4.6] • Defend an evaluation of a text based on the credibility, reliability, and validity of textual evidence. • Recognize that a variety of approaches may be used to critique text (e.g., personal, historical, sociological).
<p>A.6 Identify genres and read effectively in a variety of genres. [see Reading GLE 3.4.2]</p>	<ul style="list-style-type: none"> • Identify unique characteristics of lengthy and complex literary and non-literary texts (e.g., environmental, scientific, socio-political, economic, historical). • Apply prior knowledge, context clues, and graphic features to predict, clarify, and expand understanding of a particular genre. • Discriminate among types and quality of information. • Navigate through large quantities of information using textual clues to evaluate quickly relevance and appropriateness of the information to the task (e.g., manage large amounts of information found with data-gathering technologies and information resources (search engines, periodical databases, institutional websites).
<p>A.7 Analyze recurring themes in non fiction and fiction. [see Reading GLE 3.4.3]</p>	<ul style="list-style-type: none"> • Characterize the presentation of a similar theme or topic across genres (e.g., memoirs, journals, autobiographies, essays) and explain how the selection of genre shapes the theme or topic. • Compare the development of a theme in fiction with the development of the same theme in nonfiction.

DEFINITION B WRITING PROCESSES

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Writing through Grades 9/10.

Successful college students know that effective writing is most often the result of a process that takes place over time. Effective writers invent, compose, draft, revise, and edit their texts in successive trials to promote greater understanding and communication.

COMPONENT	EVIDENCE OF LEARNING
<p>B.1 Analyze and select effective strategies for generating ideas and planning writing. [See Writing GLE 1.1.1]</p>	<ul style="list-style-type: none"> • Use discovery/exploratory techniques to generate ideas. • Frequently ground ideas in required course readings. • Write summaries of concepts discovered in the reading. • Select a topic and determine purpose and audience. • Examine a variety of organizational strategies. • Use appropriate data-gathering technologies and informational resources (e.g. Internet search engines, periodical databases, institutional web sites, and libraries) to access information.
<p>B.2 Compose, revise, and edit text. [See Writing GLEs 1.2.1, 1.3.1, 1.4.1, 1.6.3]</p>	<ul style="list-style-type: none"> • With a specific audience in mind, compose a draft guided by an evolving purpose. • Using self-assessment and feedback from readers create a revision plan. • Demonstrate the difference between revising and editing. • Use revision strategies to add, remove, change, or reorder material. • Find and apply appropriate style guides to documents. • Edit with a critical eye, using appropriate resources as needed (e.g., dictionary, electronic language tools, self-initiated checklist or editing guide, peer reviewer). • Adjust time for prewriting, drafting, revising, and editing, depending on nature of the task. • Use appropriate computer software, applications, and basic utilities to produce documents that can be accessed, submitted, and/or reviewed by peers and instructors.
<p>B.3 Use collaborative skills as part of the writing process. [See Writing GLE 1.6.2]</p>	<ul style="list-style-type: none"> • Participate in shared decision making to assign responsibilities for completing complex writing tasks. • Make organizing, revision, layout, and publishing/presenting decisions collaboratively, synthesizing and choosing among alternate strategies. • Access shared electronic workspaces and have the basic skills needed to learn how to manage electronic files effectively and to perform tasks associated with the writing process. (e.g. the ability to manage multiple logins and passwords for different environments (portals, virtual classrooms, campus computer labs, etc.)). • Save writing in an electronic file format that is accessible by others, including peers and instructor.
<p>B.4 Apply understanding of multiple and varied audiences to write effectively. [See Writing GLE 2.1.1]</p>	<ul style="list-style-type: none"> • Identify and analyze the audience's expectations and needs. • Intentionally adjust voice to specific audiences.
<p>B.5 Make conscious rhetorical choices that respect the cultural backgrounds of potential audiences. [See Communication GLE 2.3.1]</p>	<ul style="list-style-type: none"> • Anticipate and address readers' questions or arguments in a way that avoids historical and social stereotypes. • Recognize that discourse communities exist and that they influence assumptions, content, and rhetoric of written communication. • Understand and recognize how one's positions in particular discourse communities can affect how one writes and how one's writing is understood.

DEFINITION B WRITING PROCESSES

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Successful college students know that effective writing is most often the result of a process that takes place over time. Effective writers invent, compose, draft, revise, and edit their texts in successive trials to promote greater understanding and communication.

COMPONENT	EVIDENCE OF LEARNING
<p>B.6 Analyze, select, or develop effective organizational structures. [See Writing GLEs 1.5.1, 2.2.1, 2.3.1 and 3.1.2]</p>	<ul style="list-style-type: none"> • Justify choice of form/genre, understanding that form is driven by purpose, occasion, situation, audience, and other contextual concerns. • Analyze and evaluate others' use of forms and genres. • Frequently write short (e.g. 3-5 pages), logically organized evidence-based essays quickly and competently, appropriately documenting citations and references. • Write logically organized papers of considerable length and complexity, appropriately documented with citations and references. • Write technical and non-technical documents for professional audiences, taking into consideration technical formats (business letters, letters of application to universities and colleges, scholarships, jobs, etc.).
<p>B.7 Adapt voice, style, sentence patterns, and word choice to content, context, purpose, and audience. [See Writing GLEs 3.2.1, 3.2.2, 3.2.3]</p>	<ul style="list-style-type: none"> • Understand that style, voice, and other matters of rhetoric have culturally determined values. • Use sentence elements cohesively to express sophisticated and complex thoughts. • Create complex sentences that clearly express sophisticated thoughts; know when to limit complex sentences to remain both concise and cohesive. • Write clearly and logically, knowing when to use sentences of varying lengths.
<p>B.8 Use writing conventions for editing as part of a writing process. [See Writing GLEs 1.4.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8]</p>	<ul style="list-style-type: none"> • Employ grammar, usage, conventions, and intentional breaches of conventions to support purpose and increase readability. • Understand that college culture privileges some written conventions over others. • Understand that college requires continuous editing for accuracy in grammar, usage, conventions, and spelling.

DEFINITION C RHETORIC, ANALYSIS AND ARGUMENT

NOTE: This definition assumes the student is already proficient with the concepts and procedures described in the Washington State Grade Level Expectations for Writing and Communication through Grades 9/10.

College speakers and writers are expected to develop a basic understanding of rhetoric as the dynamic relationship among speaker / writer, audience, and text design.

COMPONENT	EVIDENCE OF LEARNING
<p>C.1 Analyze ideas, develop an arguable thesis, and choose specific, relevant details that support the arguable thesis. [See <i>Writing GLEs</i> 3.1.1, 4.1.2, 4.2.1]</p>	<ul style="list-style-type: none"> • Articulate an arguable thesis/claim. • Use appropriate, reliable and credible evidence and reasoning (determined by audience and purpose) to support a thesis. • Identify claims in writing or other media that require outside support or verification. • Distinguish among facts and opinions, evidence and inferences. • Understand that academic discourse favors the discourse of the dominant culture. • Move beyond summarizing information to discussing how format, audience expectation and rhetorical intent affect meaning.
<p>C.2 Apply skills to plan and organize effective communication. [See <i>Communication GLEs</i> 1.2.1, 2.1.1, 3.1.1, 3.3.1]</p>	<ul style="list-style-type: none"> • Use various forms of formal and informal logical argument (e.g., deductive reasoning, inductive reasoning, and analogies). • Use techniques to enhance the message (e.g., metaphor, irony and dialogue to achieve clarity, force and aesthetic effect, as well as technical language). • Use logical, ethical and emotional appeals for a purpose. • Identify major points of argument, presentation, and performance. • Preview and review major points to enhance audience comprehension and convey those points clearly to an audience. • Use clear and effective graphics to support an arguable position when appropriate. • Understand how visual elements influence meaning. • Consider audience and format to determine when information is best presented visually.
<p>C.3 Evaluate the effect of persuasive techniques and bias in different forms of communication. [See <i>Communication GLE</i> 1.2.2]</p>	<ul style="list-style-type: none"> • Critique and evaluate varying media portrayals of race, gender, religion, sexuality, class, and culture on society and its more and less privileged groups. • Critique and evaluate varying accounts of the same event and make inferences about the impact each account would have on the audiences. • Recognize there is an academic discourse community, and that within that community exist a variety of expectations for conventions, points of view, and standards for evidence.

The Higher Education Coordinating Board and the College Readiness Content Development Teams wish to express their appreciation to the Office of Superintendent of Public Instruction for its work with the EALRs (Essential Academic Learning Requirements) and the associated GLEs (Grade Level Expectations), and for granting permission for the college readiness definitions to use language directly from the GLEs when appropriate.

GLOSSARY TERMS & DEFINITIONS

Compare: To find both similarities and differences.

Critical thinking: The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. (Accessed on Critical Thinking.org, May 31, 2006)

Discourse: all texts, written and oral, that contribute to shared meaning. These texts represent cultural knowledge and are affected by intentional or unintentional uses of power.

Genre: A classification of a particular form of art or utterance according to criteria particular to that form. In all art forms, genres are vague categories with no fixed boundaries. Genres are formed by sets of conventions, and many works cross into multiple genres by way of borrowing and recombining these conventions. The scope of the word "genre" is usually confined to art and culture. (Genres are often divided into subgenres. Literature, for instance, can be organized according to the "poetic genres" and the "prose genres". Poetry might be subdivided into epic, lyric, and dramatic, while prose might be subdivided into fiction and non-fiction.)

Power: The ability to use language to set perceptions and thereby produce or prevent change.

Privilege: A special advantage, immunity, right, or benefit held as a prerogative of status (race, religion, sexual orientation, class, wealth, gender, etc.) and intentionally or unintentionally exercised to the exclusion or detriment of others..

Rhetorical devices: The full repertoire of strategies used to create meaning in speaking and writing; often times understood as the tools and strategies used in persuasive writing or speaking.

Summary: A condensed version of a longer text, containing the most important ideas of the original in the writer's own words.

Text: Any communicative product, oral, written or visual.

Thesis: An explicit or implicit claim/argument of an academic essay; a position taken and supported by reasoning and evidence.

Attachment 1

CONCLUDING REMARKS FROM ENGLISH CONTENT TEAM

The Nature of Scholarship: What Students Need to Know

The tradition of scholarship is built upon the notion that seeking knowledge benefits both the personal and the greater good. When students come to college, they enter a community of scholars working toward these ends. Actively engaged in seeking and constructing knowledge, the members of learning communities succeed when they learn to further their own understanding. Scholars build upon their prior knowledge, and they use their learning to challenge their own previously held beliefs to investigate the knowledge of others, and add to it. The learning community of higher education is vibrant, and simultaneously local, global, historical, and interdisciplinary. Students recognize the importance of others, both inside and outside of the university, in the process of learning.

Scholars realize that higher education is not solely about preparing for a career; they are motivated by the desire to discover and understand. Scholarship is informed by informal and formal processes of inquiry, discovery, application and sharing. As new scholars, successful students gain not only information in coursework, but also knowledge through research, trial and error, intellectual risk-taking and the sharing of tested and supported results. Reading critically and writing effectively are most often the means to testing and sharing these new ideas.

The pursuit of knowledge in college also means working with topics and readings sometimes difficult to discuss in high school. Discussions regarding race, ethnicity, class, gender, and power are fully integrated across the college curriculum, and it is important that that new scholars willingly take on these challenges. Effective college students interact thoughtfully with people from other races and cultures as well as with people who have different beliefs and commitments. Scholars work across these differences and try to learn about themselves and others. These interactions are substantive and provide a basis for further inquiry and discovery. In this way, scholarship can be transformative: changing students, communities, disciplines. At the same time, scholarship provides us with histories and traditions on which we continue to reflect and build, and thus from which we continue to learn. Engaged students enter these dialogues with care and minimal nervousness or reluctance, for they recognize the shared benefit of dialogue.

Higher education is a culture with values, norms, habits, and standards. Succeeding in this new culture requires persistence, a tolerance for ambiguity, and an ability for self-reflection and awareness. One of the key goals in higher education is to understand the structure of academic disciplines and subject areas.

College-level course work provides new scholars with the opportunity to engage with and practice the language and ways of knowing within and across specific academic fields. Dedicated scholars acquire not only content area information, but also the skills necessary to pursue further knowledge by reading critically and writing articulately, thus becoming life-long learners.

Culturally Responsive Teaching and Learning

One of the major missions of higher education is to construct and disseminate knowledge. As participants in this construction of knowledge, students of all backgrounds are expected to participate in a global learning community. Entering college, students benefit from being aware of their cultural positions and identities as they relate to the rest of the world in multiple learning communities. Since learning occurs within the context of the learner's background experiences and knowledge, culture must be addressed within the learning environment. Students need to encounter learning experiences that provide opportunities to learn how knowledge is constructed within cultural frameworks (Gay, 2000).

Entering college students are expected to be willing to examine their own cultural positions and identities as they relate to the rest of the world. This enables them to experience a wide range of emotions, including discomfort and joy, generated by the authentic engagement with people different from themselves. Students are encouraged to work with the conventions of academic English while integrating their unique expressions within those evolving conventions. Ultimately, the heart of college readiness is the ability to communicate across culture, race, and multiple Englishes (The Place of World Englishes in Composition: Pluralization Continued, A. Suresh Canagarajah, June 2006). Students have to talk to and learn from each other as well as from new texts and contexts. Therefore, reading a wide range of texts representing a broad variety of cultures and perspectives must be an integral part of students' classroom experiences. In addition, students need time for engaging dialogue surrounding the information and ideas presented in the college learning environment.

Successful students must feel comfortable in the global village of the 21st century. In assisting students' learning in preparation for college success, developing an awareness of world Englishes is useful in composition. Working within this context as students prepare for the post-secondary world helps them to develop an internationalist perspective capable of understanding the study and teaching of written English in relation to other languages and to the dynamics of globalization" (English Only and U.S. College Composition, Bruce Horner and John Trimbur, 2002). Students must develop an appreciation of the structures of all world languages. Canagarajah claims that "...rather than developing mastery in a single 'target language,' students should strive for competence in a repertoire of codes and discourses. Rather

than simply joining a speech community, students should learn to shuttle between communities in contextually relevant ways” (2006).

Most composition theorists agree that students, both native and non-native speakers of standardized English, benefit from an exposure to a variety of written forms of language. Students learn to move among different language codes and are capable of making conscious language choices, one of which is “correctness.” On-going engagement with a variety of discourses, much of which should be academic, increases students’ linguistic strength and flexibility. In college, successful students shuttle between communities in contextually relevant ways. In moving toward the long-term goal of full acceptance for all varieties of English, students should be encouraged to work with the conventions of academic English as an additional, privileged variety, integrating their unique expressions within those evolving conventions.

The Use of Technology

Technology is an essential tool of modern communication. In college students continually need to update their technology skills: searching for information, assessing its credibility, and its ethical impact. Additionally, skills in using software programs in word processing, database, multi-media, and web pages round out a technologically savvy student.

Attachment 2

ENGLISH CONTENT DEVELOPMENT TEAM MEMBERS

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Attachment 3

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