

English Language Arts Content Expectations

Content Expectations Found in Lansing Community College Courses High School Diploma Completion Initiative

Based on Review of Course Syllabi and Textbooks

Project Contents:

- *Introductory Comments and Recommendations**
- *ELA Overview of Content Expectations Taught in LCC Courses**
- *Individual Course Syllabus/Resources Aligned to ELA Expectations**

ELA Department Chair and Instructors:

It has been a pleasure and an education working with both the state high school content expectations and the Lansing Community College course syllabi. The process used for this alignment project was as follows:

- **An abbreviated form of the state expectations was provided by the Ingham Intermediate School District – and then adapted for use as an overview of expectations included in LCC ELA courses as taught in the High School Diploma Completion Initiative.**
- **The state expectations were studied, converted to a Microsoft Word document, and copied into a table format to be used for the alignment form.**
- **Expectations were aligned with each individual course syllabus. When a matching syllabus item was not clear, the textbooks used in the courses were checked to identify alignment.**
- **An expectation was marked as *aligned* if it was *probable and foreseeable* that a significant portion of the expectation was met or “could be met” with minor adjustment.**

The individual course forms list the state high school content expectations in full so that instructors may see which ones are currently included in LCC courses – as well as those expectations not identified as being aligned but that the state is expecting to be included in all high school ELA programs. We are waiting on additional information to complete the accuplacer alignment.

Recommendation: The alignment process for the ELA program is quite subjective – often a matter of opinion as to interpretation of the meaning of the state expectations as well as the meaning of course syllabi items. I would recommend that this document be a “working document” – that the department chair review it - that instructors use it throughout the term while teaching the course – and together it be edited, updated, expanded, and used as a starting point to assist LCC staff and students in the alignment process of the K-16 educational program desired by the state of Michigan.

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Note: I'd like to thank Margo Whalen for her patient and generous assistance with this project.

These abbreviated standards provided by the Ingham Intermediate School District – then reformatted for this use in this project. For accuracy in understanding the state expectations, please read the standards printed in their entirety on the individual course alignments which follow this department overview.

FORM A	LCC Reading 108	LCC Reading 111	LCC Reading 114	LCC Reading 116	LCC Writing 110	LCC Writing 117
	Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
STRAND 1: Writing, Speaking, and Expressing						
Standard 1.1 Writing Process					◀	◀
1.1.1 writing process strategies			◀		◀	◀
1.1.2 prewriting strategies			◀		◀	◀
1.1.3 appropriate language					◀	◀
1.1.4 drafts match purpose					◀	◀
1.1.5 revise and refine text					◀	◀
1.1.6 sentence structure			◀		◀	◀
1.1.7 style/conventions editing					◀	◀
1.1.8 proofread and publish					◀	◀
Standard 1.2 Personal Growth					◀	◀
1.2.1 discover complex ideas			◀		◀	◀
1.2.2 insight/self-awareness					◀	◀
1.2.3 personal expression					◀	◀
1.2.4 assess strengths					◀	◀
Standard 1.3 Purpose and Audience					◀	◀
1.3.1 variety of genre					◀	◀
1.3.2 developed essays as text					◀	◀
1.3.3 varied sentences					◀	◀
1.3.4 develop a thesis					◀	◀
1.3.5 audience expectations					◀	◀
1.3.6 purpose, audience, context					◀	◀
1.3.7 group productivity						◀
1.3.8 assess group work						◀
1.3.9 use conventions of genre					◀	◀
Standard 1.4 Inquiry and Research					◀	◀
1.4.1 identify topic/question					◀	◀
1.4.2 organize resource data					◀	◀
1.4.3 develop/analyze theses				◀		◀
1.4.4 draw conclusions				◀	◀	◀

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1.4.5 organizational structure				◀		◀
1.4.6 textual citations					◀	◀
1.4.7 research presentation						◀
Standard 1.5 Finished Products					◀	◀
1.5.1 creative/critical messages					◀	◀
1.5.2 effective oral presentation						
1.5.3 purpose and audience					◀	◀
1.5.4 technology supported comm.						◀
1.5.5 evaluate feedback						◀

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STRAND 2: Reading, Listening and Viewing						
Standard 2.1.Strategy Development	◀	◀	◀	◀	◀	◀
2.1.1 pre-reading strategies	◀	◀	◀	◀		
2.1.2 purpose, organization, format, meaning, relationships		◀	◀	◀		◀
2.1.3 word meaning from text	◀	◀	◀	◀	◀	◀
2.1.4 elements support meaning	◀	◀	◀	◀	◀	◀
2.1.5 evaluate organization patterns		◀	◀	◀	◀	◀
2.1.6 characteristics of informational text		◀	◀	◀	◀	
2.1.7 critical response to text		◀	◀	◀	◀	◀
2.1.8 multimedia presentations						
2.1.9 examine visual vs verbal communication			◀			
2.1.10 respond to presentations		◀	◀	◀		
2.1.11 appropriate listening and viewing behavior		◀	◀			
2.1.12 listening strategies		◀	◀			
Standard 2.2 Meaning Beyond the Literal Level	◀	◀	◀	◀	◀	◀
2.2.1 literary/persuasive elements		◀	◀	◀	◀	◀
2.2.2 connect personal knowledge experiences	◀	◀	◀		◀	◀
2.2.3 interpret point of view		◀	◀	◀	◀	◀
Standard 2.3 Independent Reading	◀	◀	◀	◀		
2.3.1 Interact with diverse texts for multiple purposes	◀	◀	◀			
2.3.2 make reading choices	◀	◀	◀			
2.3.3 interpret instructions	◀		◀			
2.3.4 critique research text		◀	◀			
2.3.5 self-monitor comprehension	◀	◀	◀	◀		
2.3.6 evaluate personal growth	◀	◀	◀	◀		
2.3.7 active participation	≡					
2.3.8 apply critical standards						

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STRAND 3: Literature and Culture						
Standard 3.1 Close Literary Reading		◀	◀	◀		◀
3.1.1 Interpret literary devices			◀	◀		◀
3.1.2 character development			◀			◀
3.1.3 ploy development		◀	◀			◀
3.1.4 author's study		◀	◀	◀		
3.1.5 cross-text analysis			◀			◀
3.1.6 critique literary review		◀	◀	◀		◀
3.1.7 evaluate cultural portrayal		◀				◀
3.1.8 theme analysis			◀	◀		◀
3.1.9 analyze how tensions reflect human experience		◀				◀
3.1.10 connections between text		◀	◀			◀
Standard 3.2 Reading response (varied genres)			◀	◀		◀
3.2.1 characteristics and purpose of genre		◀				◀
3.2.2 literary analysis of poetry						
3.2.3 elements of drama				◀		◀
3.2.4 peer literature discussions		◀				◀
3.2.5 respond to literature and make personal connections		◀				◀
Standard 3.3 Text Analysis			◀		◀	◀
3.3.1 influence of time and place on author's and texts					◀	◀
3.3.2 historical relevance						◀
3.3.3 analyze literature using critical perspectives						◀
3.3.4 awareness of minority literature						◀
3.3.5 world literature familiarity						◀
3.3.6 literary judgment critique						◀
Standard 3.4 Mass Media			◀			◀
3.4.1 evaluate pop culture works		◀				
3.4.2 popular culture purpose		◀				
3.4.3 media use		◀				
3.4.4 recognize media bias			◀			

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STRAND 4: Language						
Standard 4.1 Effective use of the English Language	◀	◀	◀	◀	◀	◀
4.1.1 effective use of sentence structure and vocabulary	◀	◀	◀	◀	◀	◀
4.1.2 use appropriate resources	◀	◀	◀	◀	◀	
4.1.3 knowledge of situational and cultural norms		◀	◀	◀	◀	◀
4.1.4 precise use of language		◀	◀	◀	◀	◀
4.1.5 language conventions		◀	◀		◀	◀
Standard 4.2 Language Variety		◀	◀	◀	◀	◀
4.2.1 influence of language and dialects		◀	◀		◀	◀
4.2.2 consequences of language		◀	◀		◀	◀
4.2.3 respect language variety			◀		◀	◀
4.2.4 implications of language		◀	◀		◀	◀
4.2.5 recognize language bias			◀		◀	◀
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