

# **HB5 Presentation**

## **HB 2223 Advising Presentation**

### **Reading and Writing**

#### **(ELA College Prep. Course)**

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### **What is HB 5?**

- Collaboration between school districts and community college districts
- College readiness preparation opportunity
- Upon students' successful completion, college readiness will be honored by Blinn College for a period of two years.
- Students should take a first college-level course in the relevant content area in the first full academic year of enrollment at Blinn.

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## **What Blinn College Provides the ELA team**

- Learning Objectives—in MOU document—see Appendix A
- Syllabus—in MOU document—see Appendix A
- Sample final exam for grading calibration and backward course design and improvement
- Final Exam (referred to as the end of course assessment in the MOU). The ELA team will receive the following for the final:
  - Prompt
  - Readings
  - Grading rubric

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## **Review of MOU Content for Reading and Writing**

- Appendix A Questions and Answers
  - Target Students
  - Recommended Prerequisites
  - Course Description
  - Course Goal
  - SLOs
  - Outline of instruction (the syllabus)

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## Review of MOU Grading Criteria and Scoring Rubric for Final Exam

- **MOU Grading Criteria**
  - Grade of 70 or better is passing AY 2019-2020.
    - **Call for concern:** if the grade in the course and the grade on the final are widely varied.
    - THECB recommendations for 2023: requiring the TSIA for passing.
  - Final exam = 20% of the course grade; no retest or rewrite.
  - Reading and writing assessments = 50% of the course grade; each assessment = 10%.
    - Example—reading informed writing project requiring several readings of varied length and complexity and asking students to demonstrate analysis strategies.
    - Expository text is dominant to give practice that transfers to core courses.
  - Daily grades = 30% of the course grade.
  - 70 = highest grade for retest or rewrite on assessments.

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## Sample Final Exam Discussion

- **Evaluating reading skills and critical thinking**
  - article annotations
  - annotated bibliography
- **Evaluating writing and research skills and critical thinking**
  - Annotated bibliography
  - researched argument essay
- **Applying the rubric across all student work**

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## Pathways for College-Ready Students

- Students who successfully complete the ELA college preparatory course will be able to register for any college course within a two-year waiver period.
  - ENGL 1301 requires students to be college ready in both reading and writing. This course should be taken in the first full academic year of enrollment.
  - HIST 1301 and other core courses require students to be college ready in reading. This course should be taken in the first full academic year of enrollment.
  - \*It is possible for a student to receive a high school diploma but not achieve college readiness. In this event, the student is encouraged to prep for and take the TSIA.

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## Materials Suggestion

- As per the MOU, the IHE does not provide materials; however, this is a list of textbooks that have been used in teaching dev. ed. courses:
  - *Fusion 2*, Cengage
  - *The Bedford St. Martin's Textbook Reader*
  - *Common Places*, 2<sup>nd</sup> ed., McGraw-Hill

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## Tracking

- Student success in gateway courses—Tracking is an upcoming goal
  - ENGL 1301
  - HIST 1301
  - Other core courses
  - For more information about the college preparatory course:
    - <http://www.thecb.state.tx.us/reports/PDF/12271.PDF?CFID=95582277&CFTOKEN=84379529>

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## Contact Information

### General HB5 questions

- Dual Credit Office, [dualcredit@blinn.edu](mailto:dualcredit@blinn.edu)

### Reading and writing content specific questions

- Sandra Chumchal, [schumchal@blinn.edu](mailto:schumchal@blinn.edu)

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## FINAL EXAM ASSIGNMENT FOR HB5

### **SOURCES FOR FINAL EXAM:**

- Jean Twenge's "Have Smartphones Destroyed a Generation?", from *The Atlantic*
- Sherry Turkle's "Stop Googling. Let's Talk.", from *The New York Times*
- David Brooks' "Building Attention Span", from *The New York Times*

**OBJECTIVE:** Each student will proficiently reveal an ability to annotate, to summarize, and to produce an Annotated Bibliography. Each student will also perform a rhetorical analysis of two texts, offering support via both paraphrasing and summarizing.

**IN PREPARATION:** Each student may complete the following preparatory exercises and use any of the following notes, as well as the articles themselves, on the Final Exam. *All preparatory work, including annotated sources, should be collected by the administering instructor along with exam responses. (See note to Exam Administrator below).*

- Each student should annotate all three given texts in accordance with the Final Exam prompt (i.e. for unfamiliar vocabulary, thesis and supports, rhetorical appeals and examples thereof).
- Each student should write an Annotated Bibliography of all three given sources, offering objective summaries of each author's thesis and three primary supports. Annotated Bibliographies may end with a subjective note concerning the authors' most successful rhetorical appeal, followed by a brief note concerning how such an appeal is revealed in the text.

**FINAL EXAM PROMPT – TO BE COMPLETED IN A SINGLE TWO-HOUR SITTING:** Each student should compose a four-paragraph essay (see outline below) comparatively analyzing two of the three given texts.

- Each student must perform a rhetorical analysis of Jean Twenge's article "Have Smartphones Destroyed a Generation?" Students should answer the question, "What is Twenge's strongest rhetorical appeal?" Offer a minimum of two examples from the text that exemplify this appeal.
- Each student should also choose the text – Turkle or Brooks – that most compliments Twenge's rhetorical appeal. How does the chosen essay speak to or expand upon Twenge's strongest appeal? Offer two examples from the chosen essay that corresponds to Twenge.

Altogether, each student should compose a four paragraph essay:

- Introductory paragraph introducing two featured authors and their shared topic.
- Rhetorical analysis of Twenge's article.
- Comparative rhetorical analysis of either Turkle or Brooks.
- Conclusion paragraph that revisits previous paragraph discussion.

**NOTE TO ISD EXAM ADMINISTRATOR:** No part of this Final may be taken home or worked on outside of a proctored environment.

## Rubric

**Note: If the essay does not meet the requirements of the prompt or address the assigned topic, the essay should automatically be assigned a 0.**

### ORGANIZATION (20 Points)

Category Points: \_\_\_\_\_

**18-20:** The reader moves through the paper effortlessly because of its effective transitions and topic sentences, strong organization, and thorough, purposeful development.

**16-17:** Its specific points are logically ordered, with appropriate transitions and topic sentences; ideas are well developed and supported with evidence.

**14-15:** It has an organizational pattern, with body paragraphs containing information that is relevant to the assignment. However, it often lacks varied transitions, clear topic sentences, and other information needed to guide the reader.

**12-13:** It has only skeletal organization—e.g., body paragraphs lack topic sentences—and minimal or superficial development.

**0-11:** It has little or no organization with a lack of logical paragraphing.

### THESIS (15 Points)

Category Points: \_\_\_\_\_

**14-15:** The thesis is a complete, well-formulated sentence appearing early in the paper. It clearly states the controlling idea of the paper and projects the organization of supporting ideas to follow.

**12-13:** The thesis is a complete sentence, appearing early in the paper, which states the essay's controlling idea.

**11:** It has a thesis, but it usually lacks specificity in language and focus. It may be insubstantial, vague, or simply too broad or general.

**9-10:** The thesis is unclear or missing; however, the idea of a thesis can be derived from fully developed body paragraphs.

**0-8:** The thesis is unclear or missing; little or no evidence can be found of a central focus.

### ANALYSIS (25 Points)

Category Points: \_\_\_\_\_

**18-20:** Analysis shows consistently careful thought, fresh insights, sophisticated analysis, and stylistic maturity.

**16-17:** Analysis demonstrates insight, detailed analysis, and a varied vocabulary.

**14-15:** Analysis is superficial or inconsistently provided.

**12-13:** Analysis is infrequent, extremely vague, and/or does not follow logically from the evidence.

**0-11:** Lack of analysis, thought, and/or purpose.

**QUOTING AND PARAPHRASING (20 Points)**

Category Points: \_\_\_\_

**18-20:** Directly quoted and paraphrased passages are gracefully integrated into the text with correct attribution.

**16-17:** Directly quoted and paraphrased passages are smoothly integrated into the text with appropriate attribution.

**14-15:** Directly quoted and paraphrased passages are integrated into the text with attribution.

**12-13:** Direct quotations and paraphrased passages lack signal phrases or are dropped into the text without context, but still have some attribution (e.g., quotations standing alone as their own sentences, but with internal citations).

**0-11:** Lack of evidence, or direct quotations and paraphrased passages lack sufficient attribution.

**GRAMMAR (15 Points)**

Category Points: \_\_\_\_

**14-15:** The paper is not marred by distracting mechanical and syntactic errors such as fragments, run-on sentences, subject-verb agreement problems, and incorrect or missing punctuation.

**12-13:** The paper is mostly free of distracting mechanical and syntactic errors such as subject-verb agreement problems or incorrect or missing punctuation. Serious errors, such as fragments and run-ons, rarely appear in the paper. The writer's meaning is clear throughout the document.

**11:** The paper may have some serious mechanical and syntactic errors such as fragments, run-on sentences, subject-verb agreement problems, or incorrect punctuation. Errors may distract the reader but do not obscure the writer's meaning.

**9-10:** It has serious mechanical and syntactic errors, including fragments, run-on sentences, subject-verb agreement problems, and incorrect or missing punctuation. These errors are distracting and interfere with the reader's ability to understand the document.

**0-8:** It has numerous and pervasive mechanical and syntactic errors, including fragments, run-on sentences, subject-verb agreement, and incorrect or missing punctuation. These errors are very distracting and significantly interfere with the reader's ability to understand the document.

**STYLE (5 Points)**

Category Points: \_\_\_\_

**5:** Word choice is marked by precision and a varied, advanced vocabulary. It is free of jargon, clichés, and empty language.

**4:** The language is clear, correct, and often thoughtful, but it lacks the candor and precision of the most memorable writing.

**3:** The language is characterized by generalities rather than precise, illustrative details.

**2:** Its style and sentence structure are awkward, non-standard, and ambiguous.

**0-1:** It has a garbled or immature style.

Points Per Category: \_\_\_\_ + \_\_\_\_ + \_\_\_\_ + \_\_\_\_ + \_\_\_\_ + \_\_\_\_ = Final Grade \_\_\_\_



I've been studying the psychology of online connectivity for more than 30 years. For the past five, I've had a special focus: What has happened to face-to-face conversation in a world where so many people say they would rather text than talk? I've looked at families, friendships and romance. I've studied schools, universities and workplaces. When college students explain to me how dividing their attention plays out in the dining hall, some refer to a "rule of three." In a conversation among five or six people at dinner, you have to check that three people are paying attention — heads up — before you give yourself permission to look down at your phone. So conversation proceeds, but with different people having their heads up at different times. The effect is what you would expect: Conversation is kept relatively light, on topics where people feel they can drop in and out.

People choose to see if 3 people are paying attention so they don't have to. The topic is easy to come in and out of.

### Related Content



READERS SHARE THEIR STORIES  
Talk to Each Other, Not Your Phone

Young people spoke to me enthusiastically about the good things that flow from a life lived by the rule of three, which you can follow not only during meals but all the time. First of all, there is the magic of the always available elsewhere. You can put your attention wherever you want it to be. You can always be heard. You never have to be bored. When you sense that a lull in the conversation is coming, you can shift your attention from the people in the room to the world you can find on your phone. But the students also described a sense of loss.

One 15-year-old I interviewed at a summer camp talked about her reaction when she went out to dinner with her father and he took out his phone to add "facts" to their conversation. "Daddy," she said, "stop Googling. I want to talk to you." A 15-year-old boy told me that someday he wanted to raise a family, not the way his parents are raising him (with phones out during meals and in the park and during his school sports events) but the way his parents think they are raising him — with no phones at meals and plentiful family conversation. One

Parents on their phones are also affected by phones. Sensations face to face are bad. Young people like the idea of the rule of 3, but still have the sense of loss.

Solid annotations this page - Also, Engage your opinions - analyze Pathos, ethos, logos - how/why, not just label

TSI- 7

14 May 2019

Topic: Technology

Thesis Statement: The effects of smartphones and the Internet on society.

Annotated Bibliography

Brooks, David. "Building Attention Span." The New York Times. The New York Times, 10 July

2015, [www.nytimes.com/2015/07/10/opinion/david-brooks-building-attention-span.html](http://www.nytimes.com/2015/07/10/opinion/david-brooks-building-attention-span.html).

The article informs readers about the effects of the Internet and how the Internet changes the attention span of people. The author uses ethos by using credible professionals in the article who defend that smartphones and the immediate availability of the Internet are responsible for attention spans changing. The author uses professional research to support the idea that attention spans are negatively changed by technology and can return to a more positive state when technology is limited.

Turkle, Sherry. "Stop Googling. Let's Talk." The New York Times. The New York Times, 26 Sept.

2015, [www.nytimes.com/2015/09/27/opinion/sunday/stop-googling-lets-talk.html](http://www.nytimes.com/2015/09/27/opinion/sunday/stop-googling-lets-talk.html).

The author is informing the reader about how communication skills are becoming lost in a world of technology. The article uses ethos when professional experts give information about how the Internet is affecting communication. For example, the author uses research studies that was conducted for 30 years that was led by psychologist who found that the easy access of smartphones is causing people to lose empathy and

*Complete sentence  
with clear stance  
informed by  
research  
readings is  
required*

imagination. The information from the research studies gives valuable insight into the ways our communication and interaction with others has changed. The information used by the author is proving that when people stop communicating in person, people lose their social skills and ability to relate with people on a deeper level. While technology was created to help us have more ways of communicating with others, technology has now replaced how we communicate with others.

Twenge, Jean M. "Have Smartphones Destroyed a Generation?" The Atlantic. 19 Mar. 2018.

Atlantic Media Company. 09 May

2019<<https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/>>.

This article informs the reader about both negative and positive effects of smartphones and social media. The author gives facts from generations beginning with the Baby Boomers all the way through to Millennials and the subgroup iGen. The author talks about how the iGen generation is mainly influenced by smartphones and social media in ways that other generations were not affected. The author includes surveys to show responses of iGen teens to support the research behind the finding of the iGen generation. The article is supported by facts and data to break down the different areas of teens lives that have changed throughout the generations. some positive and some negative. No other generation has been affected by one single factor the way the iGens are affected by growing up in a world with smartphones and social media.

*Solid start... Bring in more rhetorical analysis - pathos, ethos, logos  
clean up formatting.*

TSI- 7

14 May 2019

Most of the population owns a smartphone. Two articles discuss how smartphones and social media are impacting the world. This technology has created both positive and negative effects on society. The articles, "Have Smartphones Destroyed a Generation?" by Jean Twenge and "Stop Googling. Let's Talk." by David Brooks show specific ways people have been effected by smartphones and social media. The articles focus on how different generations are effected by smartphones and social media, as well as, how communication and socializing have changed due to technology. Society is greatly effected by smartphones and the Internet.

was

effected

take a definite stand

value judgment lacking

The article "Have Smartphones Destroyed a Generation?" by Jean Twenge focuses on the negative and positive effects of smartphones on the recent generations. Twenge uses facts, statistics and anecdotes in the article to provide evidence of the effects of smartphones. For example, the article includes, "The drop is the sharpest for ninth-graders, among whom the number of sexually active teens has been cut by almost 40 percent since 1991."(Twenge) This evidence supports how the usage of smartphones affects the sexual activity of modern teens of the iGen generation. Previous generations did not grow up with social media and, therefore, had different results. Another example provided in the article to show the differences in the generations is "Teens who spend three hours a day or more on electronic devices are 35 percent more likely to have a risk factor for suicide, such as making a suicide plan."(Twenge) This information shows that 35% of teens that spend a long period of time on their smartphones have

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a higher rate of suicidal thoughts. This percentage is greatly increased from any other previous generation. The author suggests that the pressure of social media and the ability to post comments anonymously has made many teens feel depressed or suicidal, particularly girls. Twenge mainly uses logos in the article to inform readers about the effects of the usage of phones with percentages and statistical studies that confirm the idea that smartphones and social media have had direct effects on the current generation in a way that no other generation has experienced.

approach is analysis expectations

In both of the articles "Have Smartphones Destroyed a Generation?" and "Stop Googling. Let's Talk.", the authors intend to inform the readers about the effects of the usage of technology. In the article "Stop Googling. Let's Talk.", the author uses more professional research to compare in-person communications with and without technology present. An example of this is when Turkle uses a study done by Pew Research Center to show how 89% of people who own a cellphone used their phones in a social gathering. This study shows just how common smartphones are and how often they are used even within a social event. Another example of research used to support how communication is effected by technology is, "The psychologist Yalda T. Uhls was the lead author on a 2014 study of children at a device-free outdoor camp"(Turkle) This information is used to show how communication can dramatically change and improve in device-free camps. Therefore, Turkle relies mostly on ethos when she is trying to inform the readers the different ways technology effects communication.

Not yet well explained how/why analysis lacking

Overall, smartphones and social media can affect people in every aspect of life. Smartphones can affect people in bad ways, but if people reduce the time spent on their phones,

the effects can change. In other words people should reduce their time on their phones or realize the impact of using smartphones.

Concl  
is too  
brief  
Full analysis  
together - What  
observation about  
Society can be  
deduced from  
research for  
example for  
rhetorical  
analysis

- Paper is edited well although minor errors remain.
- Sentence logic and phrasing are strong  
But simple and complex sentence  
types only. More variety needed.
- WC page missing
- This writer attempts to use some  
rhetorical analysis. Analysis is  
emerging.
- Review prompt - What is the reader's/  
writer's task.