

Ohio Board of Regents
ENGLISH EXPECTATIONS FOR COLLEGE READINESS
2007

Employers and college professors cite the ability to reason – to think critically, logically, and dispassionately – as an absolutely necessary skill for success. Students and workers today are increasingly expected to judge the credibility of sources, evaluate arguments, and understand and convey complex information in the college classroom, in the workplace, and as they exercise their rights as citizens. The ability to reason allows for the systematic development of ideas, the ability to make sound choices, and the ability to make and understand persuasive arguments (ADP).

To be well prepared for post-secondary education and the world of work, students must be given opportunities to become competent communicators and critical thinkers. Students need to read, write, speak, view, and listen in a variety of contexts on a regular basis. Learning in the English language arts is an active and on-going process and should occur throughout the curriculum—at all levels and in all subject areas—and beyond the classroom setting. In short, *success* in post-secondary education and in the workplace entails both preparation in and ability in all of the areas noted in the recommendations.

READING

The student who is prepared to enter post-secondary education or the world of work understands that reading is a strategic process of constructing meaning from texts. Effective readers actively engage texts, autonomously applying skills and strategies that are appropriate for the demands of the texts and their purposes for reading. Successful readers are skillful in reading a wide range of texts, print and non-print. They think critically and creatively about the texts they read, often drawing upon their personal experiences and knowledge to enhance comprehension.

Specific skills and tasks of the well-prepared reader include the ability to:

- Apply a wide range of strategies to select, comprehend, interpret, and evaluate print and non-print texts.
- Employ pre-reading strategies to identify features of an informational text that aid comprehension.
- Understand and use text formatting features (table of contents, glossaries, navigation bars) to effectively locate and acquire information in a variety of texts.
- Employ vocabulary-building strategies while reading various texts.
- Read and respond orally and in writing to texts representing a variety of genres, authors, cultures, and historical periods.
- Evaluate an author's purpose by analyzing the use of language, style, and point of view found in the text.
- Differentiate between fact and opinion.

- Analyze and interpret fiction and non-fiction texts (including expository and persuasive essays) and work-related documents such as manuals, memos, letters, and business plans.
- Formulate and clearly express complex ideas related to texts, citing evidence to support interpretations.
- Establish and apply criteria for selecting and judging the credibility of texts.
- Select from a variety of media those resources that are most relevant for the intended purpose and audience.

WRITING

The student who is prepared to enter post-secondary education or the world of work produces writing that meets the needs of a particular task and audience. The writer selects from a repertoire of processes to develop writing for such purposes as persuasion, explanation, or personal expression. The writer's style and organizational structures are apparent and appropriate for the rhetorical task. The writer is also adept at responding in writing to other texts, critiquing and analyzing those texts. Writing fulfills its intended purpose, is well organized, clear, well-developed, and logical, while exhibiting use of the conventions of the English language appropriate to the writing situation. The writing also exhibits word choices that convey intended meaning.

Specific skills and tasks of the well-prepared writer include the ability to:

- Draft, revise, and edit writing autonomously.
- Adapt writing strategies for audience, purpose, and type of task.
- Use appropriate conventions of the English language, including grammar and usage, punctuation, capitalization, and spelling.
- Use reflective strategies for critiquing and evaluating their own and others' writing.
- Demonstrate an understanding that the writer's choice of language shapes meaning.
- Employ sentences of varying lengths and structures which are as appropriate to audience, purpose, and context.
- Produce texts that convey a message that is organized, coherent, sufficiently developed, and rhetorically appropriate in support of a thesis.
- Employ the research writing skills of evaluating sources and integrating them in support of a thesis.
- Accurately and correctly quote, paraphrase, and summarize material from another text to avoid unintentional plagiarism.
- Properly cite sources, using a generally accepted citation system such as MLA or APA.
- Compose effective resumes, business letters, and reports.
- Employ electronic means to create, manipulate, clarify, and enhance texts.

ORAL COMMUNICATION

The student who is prepared to enter post-secondary education or the world of work should be able to discern, evaluate, and adapt to the communicative requirements within both settings. For example, the student should be able to present ideas that exhibit a logical structure appropriate to the audience context and purpose. When engaged in group or committee work, this student not only listens actively but also participates productively. The student acknowledges the ideas and contributions of others, poses relevant questions, and strives to enrich group goals and objectives. The student knows how to identify and accommodate cultural differences in communication styles and strategies.

Specific skills and tasks of the student who is a capable speaker and listener include the ability to:

- Speak effectively and listen actively in diverse communicative contexts.
- Interpret and evaluate a speaker's rhetorical strategies and evidence.
- Employ appropriate non-verbal strategies such as head-nodding to show agreement and gestures and eye contact to enhance communication.
- Recognize and respect cultural and language differences in both formal and informal speaking situations.
- Express ideas, thoughts, and concerns effectively in both formal and informal speaking situations, e.g., conversations, discussion, presentations, collaborative groups, one-on-one interactions, debates, negotiations, and interviews.
- Speak fluently, enunciating clearly with appropriate rate and volume.
- Analyze and synthesize information gathered from a variety of sources.
- Note important information while listening.
- Summarize information heard into another form of communication, e.g., rephrase statements, summarize a speech, paraphrase an oral reading.
- Evaluate and respond to a speaker's message.

VIEWING AND USING VISUAL MEDIA

The student who is well prepared to enter post-secondary education or the world of work uses viewing skills and strategies to understand and interpret visual media. Understanding the impact that visual media has on society, students set criteria and evaluate the techniques used to influence economic, political, cultural, social, and aesthetic decision-making. Students use images to convey meaning, often in conjunction with written or oral presentations.

Specific skills and tasks of the student who is an effective user and consumer of visual media include the ability to:

- Use visual media or computer technology to communicate effectively with a variety of audiences for a variety of purposes.

- Support and clarify written and oral presentations with visual media resources, including electronic technologies.
- Use nonprint, e.g., pie charts, bar graphs, pictures, posters, and spreadsheets, texts to enhance, emphasize, and clarify written or oral presentations.
- Recognize and evaluate techniques used in visual media to influence opinions, decision-making, and cultural perceptions.