

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

ABED 420

**COURSE TITLE**

COLLEGE PREPARATORY ENGLISH

**TYPE COURSE**

NON-FEE

**CATALOG COURSE DESCRIPTION**

This course is designed to assist students in developing the listening, speaking, reading, and writing skills necessary to function effectively in college level English courses such as English 50, 60, 61. The course also stresses development of study skills such as taking notes, using a dictionary, and taking standardized English placement tests, and other reference materials.  
(FT)

**LECTURE/LABORATORY HOURS**

6 hours per week  
(for 18 weeks)

**ADVISORIES**

NONE

**RECOMMENDED SKILL LEVEL**

NONE

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

COURSE OBJECTIVES

The students will show orally, in writing or through discussion that they are able to:

1. Aurally comprehend academic lecture material or public broadcasts by applying the following skills:
  - 1.1. Listening for specific facts.
  - 1.2. Listening for controlling or main ideas.
  - 1.3. Listening for the main message of a lecture.
2. Take organized written notes from material presented orally.
3. Communicate ideas clearly and effectively in discussions about a lecture, current event, or reading assignment using the following language forms and functions correctly:
  - 3.1. Affirmative commands and requests.
  - 3.2. Negative commands and requests.
  - 3.3. Tag questions.
  - 3.4. Requests for permission.
  - 3.5. Making suggestions.
  - 3.6. Invitations.
  - 3.7. Giving directions.
  - 3.8. Reporting commands, requests, invitations, or suggestions.
  - 3.9. Expressing conditional events, hopes and wishes.
  - 3.10. Paraphrasing.
  - 3.11. Summarizing.
  - 3.12. Comparing and contrasting.
  - 3.13. Persuading.
  - 3.14. Expression agreement/disagreement using appropriate rejoinders.
  - 3.15. Describing a sequence of events.
4. Apply appropriate rules of pronunciation, stress and intonation.
5. Apply the following reading and vocabulary skills in order to comprehend written material:
  - 5.1. Use context clues to define new vocabulary words.
  - 5.2. Identify prefixes, roots, and suffixes of vocabulary words that denote meaning.
  - 5.3. Survey written material to determine the author's intent.
  - 5.4. Scan written material to identify organizational patterns.
  - 5.5. Identify main and controlling ideas in a passage.
  - 5.6. Make inferences about a reading passage.

COURSE OBJECTIVES (CONTINUED)

- 5.7. Give personal opinions and value judgments regarding a reading passage.
6. Construct sentences incorporating correct word order and/or usage of:
  - 6.1. Verb tense and plural endings.
  - 6.2. Tense sequence.
  - 6.3. Adverbials.
  - 6.4. Direct/indirect objects.
  - 6.5. Modifiers.
  - 6.6. Modal auxiliaries (can, should, must, etc.).
  - 6.7. Comparison and contrast.
  - 6.8. Two word verbs.
  - 6.9. Subject-verb agreement.
  - 6.10. Pronoun agreement.
  - 6.11. Coordination conjunctions.
  - 6.12. Prepositions.
  - 6.13. Definite and indefinite articles.
  - 6.14. Conditions and results.
  - 6.15. Passive voice
7. Apply sentence combining rules to formation of compound and complex sentences.
8. Identify and use grammatical terminology (i.e., noun, verb, adjective) as a basis for analyzing errors in usage.
9. Apply basic punctuation rules when constructing sentences:
  - 9.1. Capitalization.
  - 9.2. Abbreviations.
  - 9.3. Commas.
  - 9.4. Semicolons.
  - 9.5. Quotation marks
  - 9.6. Colons.
10. Use appropriate idiomatic expressions.
11. Compose a coherent paragraph containing a defined topic sentence and supporting details. Types of paragraphs assigned may include:
  - 11.1. Narrative.
  - 11.2. Explanation of a process.
  - 11.3. Generalization/examples
  - 11.4. Cause-effect.
  - 11.5. Persuasion.
  - 11.6. Description.
  - 11.7. Definition.
  - 11.8. Comparison and contrast.
  - 11.9. Classification.
12. Apply the following study skills.
  - 12.1. Write a coherent and organized outline based on the following:
    - 12.1.1. Notes taken from a listening exercise.
    - 12.1.2. Reading passage.
    - 12.1.3. Proposed paragraph.
  - 12.2. Use a dictionary in order to:
    - 12.2.1. Define new words.

COURSE OBJECTIVES (CONTINUED)

- 12.2.2. Acquire synonyms for known words.
- 12.2.3. Use a word as a different part of speech.

- 13. Answer different types of test questions efficiently.
  - 13.1. Multiple choice.
  - 13.2. True/false.
  - 13.3. Cloze/Fill-in.
  - 13.4. Matching.
  - 13.5. Correcting usage errors.

COURSE OBJECTIVES (CONTINUED)

- 13.6. Essay.

**SECTION II**

COURSE CONTENT AND SCOPE

NONE

APPROPRIATE READINGS

NONE

WRITING ASSIGNMENTS

NONE

OUTSIDE ASSIGNMENTS

NONE

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

NONE

EVALUATION

1. Administration of the San Diego Community Colleges English Placement test for Non-native speakers (Michigan Test of Aural Comprehension and ESL Reading test).
2. Administration of the CASAS listening and reading achievement tests – Level C and/or D both pre- and post-test.
3. Administration of a standardized (Nelson-Denny, TABE) reading test for purposes of diagnosis and correlation with results of other tests.
4. Periodic quizzes (aural and written) in a format similar to format of S.D.C.C.D English placement tests.
5. Pre- and post-writing samples.

6. Tape recorded discussions and conversations to monitor improvement in conversation and pronunciation.

### METHOD OF INSTRUCTION

1. Lecture.
2. Class discussions.
3. Group role playing activities.
4. Individualized instruction.
5. Audio-visual presentations.

### TEXTS AND SUPPLIES

Listening (Aural Comprehension):

*Advanced Listening Comprehension: Developing Listening and Note Taking Skills*, Pialorsi Dunkel, Newbury House

*Listening Focus*, Rost/Kisslinger, Linual House

*Improving Aural Comprehension*, Joan Morley, University of Michigan Press

*Better Listening Skills*, Sims/Peterson, Prentice Hall

Oral Communication/Structure:

*Trouble Spots of English Grammar*: Mary Jane Cook, A textbook-workbook for ESL, Vol I and II, Harcourt, Brace, Jovanovich

*Using English Your Second Language*, Danielson, Prentice Hall

*Writing: Communicative Activities in English*, Henderson Pualson, Prentice Hall

*Communicate What You Mean*, Pollack, Prentice Hall

*Mastering American English*, Grant Taylor, McGraw-Hill Book Co.

Reading:

*American Short Stories: Exercises in Reading and Writing*, Costa; Harcourt, Brace, Jovanovich

*Read on Speak Out*, Ferreira/Vai, Newbury House

*Perspectives: An Intermediate Reader*, Len Fox, Harcourt, Brace, Jovanovich

Writing:

*Paragraph Power*, Levy, AMSCO School Publications, Inc.

*The Keys to Composition*, Johnston/Zukowski-Faust

*Passages: An Intermediate Advanced Writing Book*, Len Fox, Harcourt, Brace, Jovanovich

Study Skills:

*Study Skills for Students of English*, Richard Yorkey, McGraw-Hill

Others:

*2-Word Verbs in English*, Hook; Harcourt, Brace, Jovanovich

PREPARED BY Gretchen Bitterlin DATE February, 1984

REVISED BY Instructional Services, SLOs added DATE March 3, 2017

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog