

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ABED 441

COURSE TITLE

BASIC EDUCATION, LANGUAGE ARTS, BEGINNING LEVEL

TYPE COURSE

NON-FEE

ABE

CATALOG COURSE DESCRIPTION

This course introduces and reviews language arts basic skills at the beginning level (0-3.9). The focus is on reading, language arts, communication, and critical thinking needed to function in society. Upon completion and demonstration of competence, students may continue basic skill instruction at the intermediate level (4.0-8.9) or enroll in a vocational training class. (FT)

LECTURE HOURS

54

LABORATORY HOURS

ADVISORY

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

Upon successful completion of this course, students will be able to:

1. Read fluently with understanding at Grade Equivalent 3.9 as measured on standardized tests and/or by reading aloud.
2. Apply basic spelling rules to writing dictated sentences.
3. Apply basic grammar and writing conventions to sentences.
4. Use new vocabulary that will be useful in their life roles.
5. Apply basic language arts skills in everyday situations.
6. Demonstrate competency in the Program's Student Learning Objectives.

SECTION II

COURSE CONTENT AND SCOPE

1. Reading
 - 1.1. Read with comprehension at Grade Equivalent 3.9 on a standardized test or orally to the teacher
 - 1.2. Read accurately using alphabetic skills to decode and encode words
 - 1.3. Identify the main idea and supporting details of a short passage
 - 1.4. Apply basic comprehension strategies and critical thinking skills to reading
 - 1.5. Use new vocabulary useful in one's life roles
 - 1.6. Apply reading skills to life situations
 - 1.7. Read fluently with accuracy, speed and expression
2. Spelling
 - 2.1. Apply letter-sound relationships learned in reading to spelling
 - 2.2. Apply a study method based on a student's learning style to learning sight words
 - 2.3. Learn and apply the five basic spelling rules
3. Grammar and Writing Conventions
 - 3.1. Write a simple sentence
 - 3.2. Identify simple subject and predicate
 - 3.3. Use subject pronouns

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.4. Identify nouns, pronouns, verbs, adjectives in sentences
- 3.5. Recognize paragraph form
- 3.6. Apply rules of punctuation
- 3.7. Apply rules for capitalization
- 3.8. Write digits
4. Use new vocabulary in life situations
 - 4.1. Increase knowledge and use of unfamiliar words by 20 words per week
 - 4.2. Use context and picture clues to determine the meaning of unknown words
 - 4.3. Demonstrate use of simple dictionary
5. Apply basic language arts skills to everyday-life situations
 - 5.1. Complete simple forms and applications
 - 5.2. Write a check
 - 5.3. Write short note/telephone message
 - 5.4. Write a shopping list
 - 5.5. Address an envelope
 - 5.6. Use basic technology skills at school, home, and work

APPROPRIATE READINGS

Adventures in Reading, Glenco, current version
America's Story, Book 1 and 2, Steck Vaughn, current version
In the Know Books, 1 and 2, New Readers Press, current version
Reading for Today, Books 103, Steck Vaughn, current version
Phonics for Reading, Levels 103, Curriculum Associates, current version
English Grammar through Guided Writing Series, Prentice Hall, current version
Language Exercises for Adults, Books A,B,C, Steck Vaughn, current version

WRITING ASSIGNMENTS

At the discretion of the instructor as necessary to demonstrate competencies in the topics cited in scope and content.

OUTSIDE ASSIGNMENTS

At the discretion of the instructor.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Integrated into the reading and writing assignments.

EVALUATION

1. Diagnostic tests
 - 1.1. Alphabetics (e.g.,WRAT, Roswelll Chall)
 - 1.2. Fluency (e.g., Gray Oral Reading Test)
 - 1.3. Vocabulary (e.g., Peabody Picture Vocabulary Test, Expressive Vocabulary Test)

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- 1.4. Comprehension (e.g., Diagnostic Assessment of Reading, Bader Reading and Language Inventory, Adult Diagnostic Reading Inventory, READ test)
2. Criterion referenced tests
3. Student participation
4. Student self-evaluation

METHOD OF INSTRUCTION

The Basic Skills Curriculum is a multi media, multi modal approach to learner centered instruction. Instruction will utilize a direct instruction and student centered method, including lecture, laboratory, small groups, cooperative learning and field trips.

This course, or sections of this course, may be offered at distance education.

TEXTS AND SUPPLIES

Texts:

1. *Adventures in Reading*, Henry Billings, McGraw Hill, current version
2. *Phonics for Reading*, Diane Lapp, Curriculum Associates, current version
3. *America's Story, Books 1 and 2*, Vivian Bernstein, Steck Vaughn, current version

Manuals: None

Software:

1. *Skillstutor*, Houghton Mifflin, current version, web based software program
2. *Diascriptive Reading*, Educational Activities Software, current version

Other: None

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REVISED BY Instructional Services, SLOs added

DATE March 3, 2017

REVISED BY Leah Gualtieri

DATE May 6, 2020

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

