

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

HSDP 409

COURSE TITLE

ENGLISH 3-4

ALTERNATE TITLE(S):

ENGLISH 3-4, FIRST SEMESTER

TYPE COURSE

NON-FEE

HSDP

CATALOG COURSE DESCRIPTION

The course content focuses on teaching students skills and strategies for critical, and functional independent reading, as well as the writing of increasingly complex expository and narrative texts. Instruction in each standards-based unit of study interrelates reading, writing, oral communication and language study. (FT)

LECTURE HOURS

90

LABORATORY HOURS

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

Recommended reading score of 8.0.

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

Upon successful completion of the course, students will become independent, strategic, critical readers, writers, listeners and speakers who communicate effectively in various forms, for genuine purposes and to authentic audiences. The students will master California Reading and Language Arts Standards for 10<sup>th</sup> grade.

### COURSE OBJECTIVES

Upon successful completion of the course, students will demonstrate their ability to meet the California Department of Education content standards for grade 10 by:

1. Applying knowledge of word origins to determine the meanings of new words and to use those words accurately.
2. Reading and understanding materials appropriate for the grade level. Analyze organizational patterns, arguments, and positions advanced. Read a wide variety of materials independently.
3. Reading and responding to historically or culturally significant works of literature; analyze recurring patterns and themes.
4. Writing coherent and focused essays that convey a well defined perspective and tightly reasoned argument. Demonstrate an awareness of audience and purpose. Progress through the stages of the writing process.
5. Writing narrative, expository, persuasive, and descriptive texts of at least 1,500 words that show correct grammar, usage, punctuation, and spelling. Writing should also demonstrate understanding of the skills mentioned in objective 4.
6. Writing with a command of standard English conventions.
7. Forming judgments about oral communication. Deliver focused and coherent oral presentations that convey distinct perspectives and solid reasoning.

## **SECTION II**

### COURSE CONTENT AND SCOPE

1. Reading Fiction
2. Reading Nonfiction
3. Writing Opinion Statement
4. Parts of Speech
5. Understanding Context Clues

### COURSE CONTENT AND SCOPE (CONTINUED)

6. Focused Description
7. Analyzing Word Parts
8. Drawing a Conclusion
9. Reading/Writing Poetry
10. Reading Drama
11. The Sentence and its Parts
12. Analogies
13. Using Word Origins to Understand Meanings
14. Linking Ideas Within Texts
15. Purposes for Writing
16. Writing Career Search Report
17. Understanding Idioms and Figurative Language
18. Oral History
19. Denotation and Connotation

### APPROPRIATE READINGS

Reading assignments may include, but are not limited to the following:

1. Text consisting of samples from all genres.
2. Newspapers, magazines, journals.
3. Internet sources.
4. Selected fiction and nonfiction.

### WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, the following:

1. Writing and revision essays, poetry, etc.
2. Research projects.
3. Journal entries.
4. Collaborative projects with class notes.
5. Online or email projects.

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to the following:

1. Preparing essays and research projects.
2. Writing and revising essay assignments.
3. Editing revised work for grammatical and mechanical accuracy.
4. Critically reading textbook assignments, articles and other source materials.
5. Conducting research in the library or online.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Critical thinking assignments may include, but are not limited to the following:

1. Analyzing course reading assignments in class discussion and in writing.
2. Analyze own and others work for content, organization, support and development.
3. Synthesize information from class readings with own ideas to formulate a position.
4. Synthesize information from various sources to agree for or against a position.
5. Evaluate and analyze appropriate films, interviews and video.
6. Evaluate online resource for relevance, accuracy, and authority.

### EVALUATION

A student's grade will be based on multiple measures of performance that may include, but are not limited to the following:

1. Exams.
2. Responses to worksheets.
3. Writing projects.
4. Class participation.
5. Attendance.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

### METHOD OF INSTRUCTION

Methods of instruction may include, but are not be limited to:

1. Lectures.
2. Small group discussion.
3. Cooperative learning.
4. Use of internet based and other computer assisted instruction.
5. Self-paced workbooks.
6. Distance education.
7. Field trips.

### TEXTS AND SUPPLIES

*Language of Literature, Grade 10*, McDougal Littell 2006 (or earlier editions)  
Supplemental remediation such as *SkillsTutor*, *Pre-GED*, Contemporary and Steck Vaughn series, 2002

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DATA REVISED BY: GARY GLECKMAN DATE: FEBRUARY 12, 2007

DATA REVISED BY Instructional Services/SLO's Added DATE December 20, 2013

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