

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

HSEP 402

COURSE TITLE

HSEP FOR READING 1

TYPE COURSE

NON-FEE

BASIC SKILLS

CATALOG COURSE DESCRIPTION

This course introduces and reviews reading skills in the areas of reading comprehension, vocabulary, and the critical thinking needed in order to prepare for a High School Equivalency Exam. Upon completion and demonstration of competence, students will be prepared for HSEP 2 level courses. (FT)

LECTURE/LABORATORY HOURS

90

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

Grade level equivalent in reading of 4.0-7.9

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

1. Learn to read fluently with understanding at a grade equivalent 7.9 and/or by reading graded passages
2. Learn to use new vocabulary to better comprehend and analyze text
3. Learn to apply critical thinking skills to reading
4. Learn to apply basic reading skills in everyday situations and on test material
5. Gain competency to pass pre-high school equivalency (HSE) reading test materials

### COURSE OBJECTIVES

1. Read fluently with understanding at grade equivalent 7.9 as measured on a standardized test and/or by reading graded passages
2. Apply grammar and writing conventions to paragraphs
3. Use new vocabulary to better comprehend and analyze text
4. Apply basic language arts skills in everyday situations
5. Demonstrate competency on pre-HSE reading test materials

## **SECTION II**

### COURSE CONTENT AND SCOPE

1. General Reading
  - 1.1. Reading comprehension at grade equivalent 7.9
  - 1.2. Monitor for understanding
  - 1.3. Basic comprehension strategies and critical thinking skills to reading
  - 1.4. Reading skills to life situations
  - 1.5. Note-taking for reading comprehension
  - 1.6. Word attack skills
    - 1.6.1. Structurally analyze root words, prefixes, suffixes, compound words, contractions, and abbreviations
  - 1.7. Reading speed, accuracy, and expression
2. Vocabulary
  - 2.1 Use of basic context clues to determine word meanings
  - 2.2 Develop new vocabulary through regular reading practice

## COURSE CONTENT AND SCOPE

- 2.3 Begin to analyze root words, prefixes, suffixes, compound words, contractions, and abbreviations
- 3. Comprehension
  - 3.1. Identify stated main idea and supporting details
  - 3.2. Cause and effect relationships
  - 3.3. Recognize compare/contrast
  - 3.4. Self-questioning strategies
  - 3.5. Reading strategy (skim, scan, re-reading)
- 4. Critical Thinking
  - 4.1. Making basic inferences
  - 4.2. Distinguishing between facts, opinions, and generalizations
  - 4.3. Main ideas and supporting details of a short passage
  - 4.4. Identifying factors involved in making decisions
  - 4.5. Problem solving strategies
  - 4.6. Evaluating a situation, statement or process
  - 4.7. Assembling information and providing evidence
  - 4.8. Making judgments
  - 4.9. Applying comprehension strategies to reading

## APPROPRIATE READINGS

Reading assignments may include, but are not limited to, assigned readings, textbooks, articles, and online resources regarding high school equivalencies. An example of an assignment is reading assigned passages, practicing distinguishing fact from opinion, and answering test questions centered on fact/opinion.

## WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, basic note-taking as well as appropriate written practice and responses to prompts.

## OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, studying classroom topics, practicing test items, and using supplemental materials such as web based sites as appropriate.

## APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, practicing critical thinking skills (analysis, synthesis, evaluation) to succeed on tests. An example of appropriate assignments would be making inferences based on explicit evidence from a text.

### EVALUATION

1. Formative assessments
2. Student participation
3. Pre-HSE testing materials

Upon successful completion of the 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

Lectures are supplemented with individualized instruction, class discussion, small group work and a variety of practice, including online materials, and field trips.

This course, or sections of the course, may be offered through distance education.

### TEXTS AND SUPPLIES

*Pre-GED Reading, Steck-Vaughn, current version*  
*Breakthroughs in Critical Thinking, Contemporary/McGraw Hill, current version*  
*Contemporary's Pre-GED Reading, McGraw Hill, Ntc Pub Group, current version*  
*Complete Pre-GED Preparation, Steck-Vaughn, current version*

PREPARED BY Natalie Lindenberg      DATE \_\_\_\_\_

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