

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION 1

SUBJECT AREA AND COURSE NUMBER

HSEP 403

COURSE TITLE

HSEP FOR READING 2

TYPE COURSE

NON-FEE

BASIC SKILLS

CATALOG COURSE DESCRIPTION

High School Equivalency Preparation (HSEP) for Reading 2 is offered as an alternative instructional approach to the High School Diploma Program; and, is designed to prepare students to pass a high school equivalency examination in reading. (FT)

LECTURE/LABORATORY HOURS

90

ADVISORY

HSEP FOR READING 1

RECOMMENDED SKILL LEVEL

Grade level equivalent in reading of 8.0 or above

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. Develop the comprehension, application, analysis, and synthesis levels of cognition.
2. Gain an understanding of fiction and nonfiction prose, such as informational texts, literary fiction and nonfiction, and visual communication.
3. Gain the knowledge and skills needed to pass a high school equivalency (HSE) exam in the area of reading.

COURSE OBJECTIVES

1. Demonstrate understanding of explicit details in the text.
2. Determine the meaning of words and phrases as they are used in the text.
3. Analyze the impact of specific word choices on meaning and tone.
4. Make and support inferences from the text.
5. Demonstrate the ability to infer the traits, feelings, and motives of characters or individuals.
6. Interpret information presented in different formats and apply to understanding of the text.
7. Interpret nonliteral language.
8. Determine the main idea, topic, or theme of a text; summarize key details and ideas.
9. Determine the author's or speaker's purpose or viewpoint.
10. Analyze individuals, events, and ideas and how they develop and interact over the course of a text.
11. Demonstrate recognition of aspects of an author's style, structure.
12. Evaluate arguments or use of literary devices.

SECTION II

COURSE CONTENT AND SCOPE

1. General Reading
 - 1.1. Apply critical questioning strategies
 - 1.2. Synthesize information
 - 1.3. Make connections
 - 1.4. Note-taking for reading comprehension (e.g. Reading Apprenticeship)
2. Vocabulary
 - 2.1. Use a variety of context clues to determine word meanings
 - 2.2. Structurally analyze root words, prefixes, suffixes, compound words, contractions, and abbreviations
 - 2.3. Develop new vocabulary through regular reading practice
3. Comprehension
 - 3.1. Identify the stated and implied main idea
 - 3.2. Identify supporting details as justification of main idea
 - 3.3. Identify cause and effect relationships
 - 3.4. Recognize compare/contrast relationships
4. Critical Thinking
 - 4.1. Make a variety of inferences (conclusions, predictions, generalizations) and justify with text evidence
 - 4.2. Use logic to draw conclusions
 - 4.3. Distinguish between facts which can be proven, opinions, and generalizations
 - 4.4. Determine an author's purpose and justify with text evidence
 - 4.5. Evaluate a situation, statement or process,
 - 4.6. Assemble information and providing evidence
 - 4.7. Make judgments
 - 4.8. Examine assumptions and identify contradictions
5. Literary Texts
 - 5.1. Poem
 - 5.2. Drama
 - 5.3. Fiction
6. Nonfiction prose
 - 6.1. Informational nonfiction (business documents, speeches, magazine and newspaper articles, research reports, textbooks)
 - 6.2. Literary nonfiction (biographies, essays, diaries, memoirs, letters)

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, inferring author's purpose, and answering test questions using the process of elimination.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, critical note-taking as well as appropriate written practice using rhetorical analysis.

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 non-explicit evidence from a text.

EVALUATION

1. Pre-and post-tests
2. Informal evaluation based upon observation
3. Official HSE practice tests (current version) proctored by the course instructor, or designee; or documented proof of a passing score obtained on an official HSE exam.

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.

TEXT AND SUPPLIES

Official Guide to the HiSet® Exam, Educational Testing Service, McGraw-Hill
Education, current edition
Contemporary GED series, McGraw Hill, current edition
GED Skills Books, Steck-Vaughn, current edition
GED 21st Century, Steck-Vaughn, current edition

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