

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION 1

SUBJECT AREA AND COURSE NUMBER

HSEP 405

COURSE TITLE

HSEP FOR WRITING 2

TYPE COURSE

NON-FEE

BASIC SKILLS

CATALOG COURSE DESCRIPTION

High school equivalency preparation (HSEP) for Writing 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 writing. (FT)

LECTURE/LABORATORY HOURS

90

ADVISORY

HSEP for Writing 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.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

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. Gain an understanding of organization, sentence structure, usage, and mechanics
2. Learn advanced sentence correction, revision, and construction skills
3. Gain skills needed to effectively respond to a prompt
4. Learn to use appropriate evidence to respond to a prompt
5. Gain the knowledge and skills needed to pass a HSE practice exam in writing

COURSE OBJECTIVES

1. Select logical or effective opening, transitional, and closing sentences
2. Evaluate relevance of content
3. Analyze and evaluate paragraph structure
4. Recognize logical transitions
5. Recognize appropriate use of phrases and clauses, parallel structure , parallel structure, and modifier placement
6. Recognize effective and varied use of compound, complex, and compound-complex sentences
7. Recognize idiomatic usage
8. Express ideas precisely, maintaining appropriate style and tone
9. Analyze nuances in the meaning of words with similar denotations
10. Recognize correct forms of verbs, modifiers, and pronouns Maintain grammatical agreement and avoid inappropriate shifts in verb tense or pronoun number and person
11. Recognize and correct incomplete sentence fragments and run-ons
12. Recognize correct capitalization, punctuation
13. Use reference sources appropriately

SECTION II

COURSE CONTENT AND SCOPE

1. Organization
 - 1.1. Text division
 - 1.2. Topic sentence
 - 1.3. Unity or coherence
2. Sentence structure
 - 2.1. Complete sentence
 - 2.2. Run-on sentence or comma splice

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.3. Wordy or repetitive sentence
- 2.4. Coordination or subordination
- 2.5. Modification
- 2.6. Parallel structure
3. Usage
 - 3.1. Subject-verb agreement
 - 3.2. Verb tense or form
 - 3.3. Pronoun-antecedent agreement
4. Mechanics
 - 4.1. Capitalization
 - 4.2. Comma usage
 - 4.3. Spelling
5. The essay
 - 5.1. Response to prompt
 - 5.2. Organization
 - 5.3. Development of details
 - 5.4. Rhetorical (argument) evaluation and analysis
 - 5.5. Conventions of EAE (Edited American English)
 - 5.6. Word Choice

APPROPRIATE READINGS

Reading assignments may include, but are not limited to, assigned readings, workbooks, magazine articles, and computer assisted instruction regarding general education development or high school equivalencies. An example of an assignment is reading, annotating and analyzing a given text for appropriate evidence that can be used in an essay.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, appropriate written practice, essays, responses to prompts, and note taking. An example is to read an HSE practice prompt and compose an essay that includes a variety of evidence to support the claim.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, time 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 an appropriate assignment would be writing an opinion essay based on evidence from a text or working through the identification of simple, compound and complex sentences on paper or online.

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 the use of 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