

Course: ENGL 438 Division: 10 Also Listed As:

Term Effective: 200930, INACTIVE COURSE

Short Title: BASIC LITERACY

Full Title: Basic Literacy

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 0	2	17.34	Lecture: 0
Lab: 6			Lab: 104.04
Other: 0			Other: 0
Total: 6			Total: 104.04

Credit Status: C - Credit - Degree Non Applicable

Grading Modes: P - Pass/No Pass

Repeatability: Repeatability: R - Course may be repeated
 Maximum of 3 times

Schedule Types: 04 - Laboratory/Studio/Activity

Course Description:

This is an individualized remediation course designed for students with low-level literacy skills. Emphasis will be in the areas of spelling, grammar, and punctuation skill, and sentence and paragraph construction. The course will also help students build vocabulary, develop reading strategies for better comprehension, and improve study skills. This course may be repeated three times for credit. This is a pass/no pass course. Units earned in this course do not count toward the associate degree and/or certain certificate requirements.
 ADVISORY: Assessment recommendation.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

PREREQUISITES:

COREQUISITES:

STUDENT LEARNING OUTCOMES:

1. Write short paragraphs using correct, grammar, and punctuation

ILO: 1, 2, 6

Measure: written exams

2. Apply reading strategies for comprehending texts

ILO: 2, 1, 6

Measure: written exams

3. Analyze basic texts to identify main and supporting ideas

ILO: 2, 1

Measure: written exams

4. Interpret fictional literature and identify themes

ILO: 2, 1, 5, 6, 4

Measure: reading journal, written exam & oral report

5. Apply basic research strategies, including using the library, searching the internet, and evaluating sources

ILO: 3, 2, 1, 6

Measure: written report

6. Apply contextual clues or utilize dictionary to learn new vocabulary

ILO: 2, 1

Measure: written exams

TOPICS AND SCOPE:

Inactive Course: 12/08/2008

WEEK 1 6 HOURS

Content: Assessment of students' reading & writing strengths & weaknesses; introduction of learning styles. Performance objective: analyze personal learning style. Homework: Begin learning log. Read Practicing College Learning Strategies (PCLS) Ch. 7.

WEEK 2 6 HOURS

Content: SQ3R. Vocabulary building: using context clues. Grammar workshop: Subjects & verbs. Time management. Performance objective: write and edit paragraphs. Homework: PCLS Ch. 1 & write response in learning log.

WEEK 3 6 HOURS

Content: Active Reading. Vocabulary building: Dictionary use. Spelling workshop: rules. Performance objective: write paragraph & edit by applying spelling rules. Homework: Read Master Student Ch. 4 & write response in learning log.

WEEK 4 6 HOURS

Content: Word attack. Vocabulary building: Dictionary use. Grammar workshop: building sentences. Performance objective: write & edit

paragraph. Homework: Read Ch. 2 Rules of Thumb & write summary.

WEEK 5 6 HOURS

Content: Finding main ideas. Spelling workshop: homonyms. Vocabulary building: word roots. Exam on vocabulary. Performance objective:

Identify and paraphrase thesis of a short text; define new vocabulary.

Homework: Read and summarize newspaper article.

WEEK 6 6 HOURS

Content: Finding supporting points. Grammar workshop: fragments.

Vocabulary workshop: prefixes. Performance objective: analyzing short text. Homework: Read and summarize magazine article.

WEEK 7 6 HOURS

Content: Strategies for reading short fiction. Vocabulary workshop: suffixes. Grammar workshop: run-ons. Performance objective: compose & edit short paragraph analyzing text. Homework: Read short story & write summary & response.

WEEK 8 6 HOURS

Content: Strategies for analyzing character in fiction. Grammar workshop: quotation marks. Exam on composing & editing paragraphs.

Performance objective: apply grammatical principles in writing.

Homework: read short story & write summary & response.

WEEK 9 6 HOURS

Content: Strategies for reading short novel. Grammar workshop: apostrophes. Performance objective: identify themes & analyze characters. Homework: Read Ch. 1-2 of novel & write response in reading journals.

WEEK 10 6 HOURS

Content: Strategies for reading short novel. Grammar workshop: semi-colons. Performance objective: identify themes & analyze characters.

Homework: Read Ch. 3-4 of novel & write response in reading journal.

WEEK 11 6 HOURS

Content: Strategies for reading short novel. Grammar workshop: capitalization. Performance objective: identify themes & analyze characters. Homework: Read Ch. 5-6 of novel & write response in reading journal.

WEEK 12 6 HOURS

Content: Strategies for reading short novel. Spelling workshop: review homonyms. Exam: Analyzing theme and character developments in novel.

Performance objective: identify themes & analyze characters. Homework:

Read Ch. 7-8 of novel & write response in reading journal.

WEEK 13 6 HOURS

Content: Strategies for conducting library research. Grammar workshop:

colons. Vocabulary: review prefixes & suffixes. Performance objective: evaluate library sources. Homework: Read brief encyclopedia article on author & write response.

WEEK 14 6 HOURS

Content: Strategies for conducting internet research on author.

Paragraph workshop: writing a thesis. Performance objective: evaluate

internet sources. Exam: finding and evaluating sources. Oral report on

author. Homework: Read internet article & write summary.

WEEK 15 6 HOURS

Content: Strategies for reading non-fiction essays. Grammar workshop: review sentence boundaries. Performance objective: analyzing thesis and supporting points. Homework: Read short non-fiction essay & write response in reading journal.

WEEK 16 6 HOURS

Content: Strategies for reading textbooks. Grammar workshop: review run-ons. Performance objective: Identifying parts of textbook; understanding main ideas. Homework: Read PCLS Ch. 6 & write response in learning log.

WEEK 17 6 HOURS

Content: Strategies for reading textbooks. Grammar workshop: review fragments. Performance objective: identifying main ideas in textbooks. Homework: Read PCLS Ch. 8--Test Taking Strategies & write response in learning log.

WEEK 18 2 HOURS

Exam: write & edit analysis of non-fiction essay. Reading journal and learning log submitted for grade.

Included in content section.

METHODS OF INSTRUCTION:

Individualized instruction: assessment, self-paced learning, tutoring, use of software & other instructional materials.

METHODS OF EVALUATION:

The types of writing assignments required:

Written homework

Reading reports

Essay exams

Other: Reading journal

The problem-solving assignments required:

None

The types of skill demonstrations required:

Class performance

The types of objective examinations used in the course:

None

Other category:

Learning log.

The basis for assigning students grades in the course:

Writing assignments: 60% - 80%

Problem-solving demonstrations: 0% - 0%

Skill demonstrations: 10% - 20%

Objective examinations: 0% - 0%

Other methods of evaluation: 10% - 20%

REPRESENTATIVE TEXTBOOKS:

Required: Silverman, *Rules of Thumb* (McGraw Hill, 2003)

Recommended: A variety of writing & reading lab materials are provided for the student, for example:

Grammar Skills for Writers (Globe Fearon, 2002)

Writing for Proficiency (Globe Fearon, 2002)

Ellis, *Becoming a Master Student*, Houghton Mifflin, 2004

A choice of novel, such as *The House on Mango Street*, Sandra Cisneros, Vintage, 2001

Reading level of text: 4-8 grade level. Verified by: Jen Ferro

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: C
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000282271
Sports/Physical Education Course: N
Taxonomy of Program: 152000