

**Course Outline**

**COURSE:** ENGL 756                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Summer 2020                      **CURRICULUM APPROVAL DATE:** 06/09/2020

**SHORT TITLE:** HSE/GED PREPARATION

**LONG TITLE:** High School Equivalency/GED Preparation

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	0	0
		Lab:	1 TO 8	18 TO 144
		Other:	0	0
		Total:	1 TO 8	18 TO 144

**COURSE DESCRIPTION:**

This course is designed to prepare the student to pass the five General Education Development (GED) tests in Writing, Social Studies, Science, Literature and Mathematics. English grammar and usage, reading comprehension, writing, vocabulary and computational skills are emphasized. The course is designed for students who are 18 years of age or older and elect to take the High School Equivalency Examination. This course may be repeated.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** N - Non Credit

**GRADING MODES**

N - Non Credit

**REPEATABILITY:** R - Course may be repeated

Maximum of 99 times

**SCHEDULE TYPES:**

04 - Laboratory/Studio/Activity

046 - Laboratory - LEH 0.6

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

73 - Dist. Ed Internet Delayed LAB

736 - Dist. Ed Internet LAB-LEH 0.6

## **STUDENT LEARNING OUTCOMES:**

1. Students will demonstrate proficiency in successfully completing the five GED Exam areas activities with passing scores: Language Arts Writing, Social Studies, Science, Language Arts Reading and Mathematics.

Measure of assessment: Class participation, practice exams and worksheets

Year assessed, or planned year of assessment: 2013

2. Students will develop an individual study plan that incorporates study tips and test-taking strategies to assist them in successfully completing the five GED Exams.

Measure of assessment: Written plan

3. Students will operate the computer with basic instruction in order to use the CD-Rom for their practice exams.

Measure of assessment: Performance

4. Students will recognize and identify the four types of questions involving comprehension, application, analysis and evaluation used throughout the GED Exam.

Measure of assessment: Class participation, discussion and performance

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 06/09/2020

9 Hours

Overview of the Course

Preparing for the GED Examination: Students will be informed about the five GED test areas, commonly asked questions, organizing an individual study plan, developing and using test-taking strategies and suggestions for a study schedule.

Student Performance Objectives: Students will take the five diagnostic timed tests to determine their areas of strength and weakness in order to devise an individual study plan to determine which areas to concentrate time and resources. Students will compare and contrast their results with answer keys, summary reviews and self-appraisal charts.

9-30 Hours

Language Arts, Writing, Test 1, Part 1

The following grammar concepts will be read, discussed, and reviewed in class:

1) Students will review and identify correct sentence structure using sample writings. 2) Students will recognize run on sentences, sentence fragments, parallel structure, misplaced modifiers and writing correct sentences.

3) Students will review grammar usage and identify noun/pronoun agreement, verbs, adjectives, and adverbs.

4) Students will review grammar mechanics in capitalization, punctuation, and spelling (homonyms, possessives, and contractions).

5) Students will apply basic rules of organization using unity and coherence in their writing.

6) Students will practice their writing techniques and demonstrate correct use of words, wordiness and building a basic 650-word vocabulary.

Student Performance Objective: Students will be able to recognize and demonstrate their ability to use clear and effective English by identifying errors in sentence structure, usage, or mechanics.

9-30 Hours

Language Arts, Writing, Test 1, Part II

The following writing content will be read, reviewed and discussed in class:

- 1) The definition and examples of different kinds of essays.
- 2) Students will review "What is an essay?"
- 2) Students will review samples of "The sentence."
- 3) Students will review samples of "What is a paragraph?"
- 4) Students will formulate a mock essay.
- 5) Students will organize their thoughts and create a quick outline to write an essay.
- 7) Students will practice writing a sample essay.

Student Performance Objective: Students will demonstrate how well they can write in English by writing an essay that explains something, presents an opinion on an issue, or concentrates on retelling a personal experience.

9-30 Hours

Social Studies, Test 2

The following social studies content will be read, reviewed and discussed in class:

- 1) Students will read and interpret social studies materials in civics, government, history, economics and geography.
- 2) Students will define and use the following key concepts: genocide, segregation, social mobility, and other relevant concepts.
- 3) Students will practice answering social studies skill questions through comprehension, application and analysis techniques using graphs, charts or other illustrations.

Student Performance Objectives: Using short readings with graphs, charts or photographs, students will list, recall, or name important general social studies concepts

9-30 Hours

Science, Test 3

The following science content will be read, reviewed and discussed in class:

- 1) Students will read and interpret science questions in biology, earth science, chemistry and physics.
- 2) Students will distinguish between single-item and multiple-item science questions.
- 3) Students will analyze and interpret data from the readings and questions.
- 4) Students will practice their skills in data analysis using graphs, diagrams and data tables to answer science questions from the readings.

5) Students will practice answering science skills questions on comprehension, application, analysis and evaluation of science material.

6) Students will define and use a glossary of scientific terms: Acid, antibiotic, climate, comet, and other words to know.

Student Performance Objectives: Students will use short readings that include a graph, chart, or figure and demonstrate ability in answering questions in general science concepts. Students will distinguish between the various critical thinking science questions in comprehension, application, analysis or evaluation.

9-30 Hours

Language Arts, Reading, Test 4

The following reading content will be read, reviewed and discussed in class:

1) Students will develop skills for reading and interpreting literature and the arts through the use of three basic reading skills:

Finding the main idea, finding details and making inferences.

2) Students will identify differences in the reading of prose, poetry, drama, commentary on the arts, business documents, or other literary works.

3) Students will practice reading exercises using the 125 questions on interpreting literature and the arts in this section of the exam.

4) Students will practice the skill of drawing meaning from the ideas expressed through the various forms of literature.

5) Students will recognize a "purpose question" which gives reasons for reading the material and helps to focus the reading.

Student Performance Objectives: Students will use reading excerpts from pre-1920, 1920-1960, and post-1960, and identify answers to "purpose questions." Students will explain the three basic reading skills in reading and interpreting literature and the arts.

9-30 Hours

Mathematics, Test 5

An introduction and overview to the math section of the test will be given on: Basic facts found on the math examination, learning to use the Casio fx-260SOLAR Calculator and correctly filling in the answer grids.

The following math content will be reviewed and discussed in class:

1) Students will practice numbers and basic operations with the following: Place values, addition, subtraction, multiplication, division, word problems, exponents, square roots, mean, median, and basic geometry.

2) Students will practice fractions and measurements with the following: Writing fractions, equivalent fractions and reducing to lowest terms, converting improper fractions to mixed numbers, adding and subtracting fractions, lowest common denominators, and working with mixed numbers.

3) Students will distinguish between triangles, parallelograms, standard measurements and word problems with fractions.

- 4) Students will practice decimals and percents with the following: Basic operations with decimals, converting decimals to fractions, circles, cylinders and scientific notation.
- 5) Students will use worksheets in calculating percents, comparing and ordering decimals/fractions/percents.
- 6) Students will complete calculations using word problems.
- 7) Students will practice data analysis using tables, bar graphs, line graphs and pie charts.
- 8) Students will practice algebra using the following: Number line, signed numbers, variables, parentheses, solving simple and multistep equations, inequalities, quadratic equations, coordinate geometry, setups with variables, and converting word problems to equations.
- 9) Students will review basic key concepts with angles, triangles, the Pythagorean Theorem, geometric proportion and application of algebraic concepts.

Student Performance Objectives: Students will practice and demonstrate proficiency in using a calculator. Students will demonstrate an ability to problem solve general math concepts using short readings that can include a graph, chart or diagram. In addition, students will interpret and apply the use of formulas correctly to answer basic math questions.

9 Hours

Practice Exams One and Two

1) Students will take Practice Examination One

The Five Tests: Language Arts, Writing, Part 1, Language Arts, Writing, Part II, Social Studies, Science, Language Art, Reading and Math

2) Students will take Practice Examination Two

The Five Tests: Language Arts, Writing, Part 1, Language Arts, Writing, Part II, Social Studies, Science, Language Art, Reading and Math

Student Performance Objectives: Students will practice taking exams one and two to determine proficiency in the following: 1) Using clear and effective English, 2) Writing a passing essay, 3) Recalling or identifying general concepts in social studies and science, 4)

Demonstrate understanding of key math skills and problem-solving ability, and 5) Students will recognize and distinguish between single-item and multiple-item questions. In addition, students will also review their exams using an answer analysis key (evaluate their scores and analyze their errors), summaries of results and a self-appraisal chart to determine whether their average score will pass or not.

#### **METHODS OF INSTRUCTION:**

Instructional methods are lecture and discussion on the key ideas with concise summaries of each topic. Students are assessed and will devise a personal study plan for successful completion of the GED Exam. Drill exercises and realistic practice tests are made available to the students in written and electronic format.

**OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 0

Assignment Description: Students are not required to complete outside of class assignments.

**METHODS OF EVALUATION:**

Objective examinations

Percent of total grade: 100.00 %

**REPRESENTATIVE TEXTBOOKS:**

Recommended Representative Textbooks

McGraw-Hill Education Editors . Preparation for the GED Test, Third Edition. New York, New York: McGraw-Hill ,2018.

The McGraw-Hill version has more detailed explanation of concepts compared to other sources and this update is the most recent version. Additionally, there are parallel English and Spanish versions of this text, which is important for this course that is offered in both English and Spanish.

Reading Level of Text, Grade: 12 Verified by: Dana Young

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: K

Noncredit Category: C

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: B

Non Credit Enhanced Funding: Y

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000435842

Sports/Physical Education Course: N

Taxonomy of Program: 150100