

Course Outline

COURSE: ENGL 758A **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2014

Inactive Course

SHORT TITLE: CAHSEE PREP A ENGL

LONG TITLE: CAHSEE Preparation A English-Language Arts

<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:	3	54
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course is designed to prepare non-high school graduates for the successful completion of the CAHSEE (California High School Exit Examination) English-Language Arts by providing them study skill and test taking strategies for answering multiple choice questions and tips on essay writing. This course will focus on word analysis, reading comprehension, literary response, writing strategies, writing conventions and writing applications.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 99 times, 100 credit hours

SCHEDULE TYPES:

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate proficiency in successfully completing the CAHSEE English-Language Arts exam with passing scores

ILO: 7, 2, 4 & 1

Measure: Class participation, practice exams and worksheets

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

ILO: 1, 6, 7, & 2

Measure: Written plan and practice quizzes and tests

3. Students will operate the computer with basic instruction in order to use software to complete their lessons and practice exams

ILO: 1, 6, 7 & 2

Measure: Reading software assignments and performance

4. Students will review various types of multiple-choice questions and from selected readings be able to explain what particular words or phrases mean

ILO: 7, 2, 4, & 1

Measure: Class participation, discussion and performance on worksheets and quizzes

5. Students will recognize, define and recall specific English-Language vocabulary found throughout the CAHSEE Exam

ILO: 1

Measure: written assignments, and reading software assignments

6. Students will interpret, translate and summarize selected fiction and nonfiction readings and understand relationships between characters, discuss the tone of a piece, general themes and the use of symbolism

ILO: 1, 2 & 7

Measure: Small group discussion

7. Students will critique selected writings for correct rules in punctuation, capitalization, grammar and usage

ILO: 2, 7

Measure: Class participation, worksheets and quizzes

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

Inactive Course: 03/10/2014

6 Hours Overview of the course

Preparing for the CAHSEE Examination: Students will be informed about the requirements of the two CAHSEE Exam components, the English-Language Arts and Mathematics test areas. Students will review commonly asked questions and tips for studying and test-taking, the importance of organizing an individual study plan and daily study schedule.

Student Performance Objectives: Students will take the two timed practice tests in the English-Language Arts and Math content areas to determine their areas of strength and weakness. An individual study plan and a daily study schedule will then be developed. The plan will indicate how to plan their time and resources. Students will then compare and contrast their results with answer keys, summary reviews and self-appraisals.

9 Hours The following content on Word Analysis will be reviewed with students:

- 1) Strategies to use for unfamiliar words
- 2) Vocabulary building using sounds of words, the meaning of words and stories about words
- 3) Word Roots, prefixes, and suffixes
- 4) Identification and use of the literal and figurative meanings of words
- 5) Word derivations and the use of imagery
- 6) Distinction between denotative and connotative meanings of words and the connotative power of words

Classroom Activities: Worksheets, sample essays, selected readings, quizzes, practice tests and use of the skills tutor on the computer

Student Performance Objectives:

Students will review various types of multiple-choice questions and from selected readings be able to explain what particular words or phrases mean based on the readings.

9 Hours The following Reading Comprehension content will be reviewed with students:

- 1) Comparison and contrasting features and elements of consumer materials to gain meaning from these documents: warranties, contracts, product information and instruction manuals
- 2) The structure and format of functional workplace documents, including graphics and titles and how this feature achieves a specific purpose
- 3) The combination of reading content from several sources or works by an author and learning to paraphrase ideas to connect them to other sources and related topics
- 4) How to summarize the main ideas of a whole passage or part of a passage while reading
- 5) Learning to critique logic of various documents through examining the sequence of information and procedures to reduce misunderstandings
- 6) Connecting an author's credibility with regards to an argument or defense of a claim, their tone and how this impacts the reader in selected editorials, political speeches, and professional journals

Classroom Activities: Students will be asked to read different kinds of texts: Poems, stories and articles from magazines, newspapers or the Internet. Questions will then be asked about the structure of the text, the arguments presented, the purpose and the main idea.

9 Hours The following content on Literature will be reviewed with students:

- 1) The different types of Literature:
- 2) The relationship between characters, their traits and their conflicts in a selected reading
- 3) Figurative language and symbolism and what they mean
- 4) Different genres of literature and their specific names
- 5) Universal themes in a comparison of selected works
- 6) How literature reflects the culture of its author, the style and

the historical period of the time

7) The use of literary devices: imagery, allegory, symbolism and figurative language

8) How voice, persona, and the choice of a narrator affect characterization and the tone, plot and credibility of a text.

Classroom activities: Worksheets, sample essays, selected readings, and use of the skills tutor on the computer

Student Performance Objectives: Students will interpret, translate or summarize selected readings and be able to understand relationships between characters, recognize the themes, discuss the tone and to know the difference between fiction and nonfiction.

9 Hours The following Writing strategies will be reviewed with students:

- 1) Establishing a coherent main idea that conveys a clear and distinctive perspective on the subject and maintains a consistent tone throughout the piece of writing
- 2) Use of precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice
- 3) Development of the main ideas within the body of the composition through supporting evidence
- 4) Learn to revise writing to improve the logic and coherence and the overall organization of the piece

Classroom Activities: Students will work in pairs and do peer responses to writing samples and role-play being "editors" to critique sample essays or selected readings.

Student Performance Objectives: Students will critique selected writings to find and correct errors, to choose better words and phrases. Students will learn to identify techniques that good writers use to keep their essays clear, coherent, and focused. They should also recognize that good essays have strong beginnings and endings but also include supporting evidence.

9 Hours The following Grammar and Punctuation Rules will be reviewed with students:

- 1) Use of main and subordinate clauses, phrases and the mechanics of punctuation
- 2) Sentence construction, parallel structure, subordination, proper placement of modifiers and proper English usage
- 3) English usage in grammar, paragraphs, grammar, sentence structure, diction, and syntax
- 4) Verb tenses

Classroom Activities: Students will work as "editors" to critique sample essays or selected readings for proper grammar and punctuation .

Student Performance Objectives: Students will critique selected writings for correct rules in punctuation, capitalization, grammar, and usage.

9 Hours The following kinds of various writing applications will be reviewed with students:

- 1) Writing a biographical narrative

- 2) Writing a responses to literature
- 3) Writing an expository compositions, including an analytical essay and research report
- 4) Writing a persuasive compositions
- 5) Writing a business letter

Classroom Activities: Students will practice writing all five types of writings, use peer reviews and the computer skills tutor to assist in writing good samples of each of the five writing applications.

Student Performance Objectives: Students will write good samples of each of the five writing applications using the criteria outlined in the content area

6 Hours Students will take the practice CAHSEE English-Language Arts Practice Test and check their answers with the answer keys provided

Student Performance Objective: Passing score

METHODS OF INSTRUCTION:

Instructional methods are lecture and discussion on key concepts for both the English-Language Arts and Mathematics components. Students are assessed and an individualized study plan will be developed for their usage. Drill exercises and practice tests are made available in written and electronic formats.

METHODS OF EVALUATION:

REPRESENTATIVE TEXTBOOKS:

Preparing for the California High School Exit Examination, An English-Language Arts Study Guide and A Mathematics Study Guide or other appropriate college level text.

Reading level of text: 10th Grade. Verified by: California Department of Education

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: A

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: B
Non Credit Enhanced Funding: Y
Funding Agency Code: A
In-Service: N
Occupational Course: E
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000435843
Sports/Physical Education Course: N
Taxonomy of Program: 493087