
SOUTH SEATTLE COMMUNITY COLLEGE

Basic & Transitional Studies**COURSE OUTLINE****Revision: (Jon Nachman & Wairimu Kiambuthi) July 28, 2009**

DEPARTMENT:	Basic & Transitional Studies
CURRICULUM:	Adult Basic Education
COURSE TITLE:	ABE 3 Communications
COURSE NUMBER:	ABE 032
TYPE OF COURSE:	Adult Basic Education
COURSE LENGTH:	Variable 1 - 11 weeks
CREDIT HOURS:	Variable 1 - 10
LECTURE HOURS:	Variable 11 - 110
LAB HOURS:	1 - 20
CLASS SIZE:	25
PREREQUISITES:	TABE placement test and/or CASAS 130 with 4th to 5th grade level
REQUIRED TEXT:	None

COURSE DESCRIPTION:

The ABE 3 Communications course is designed to provide learners the opportunity to improve their general reading, writing and test-taking skills with a special emphasis in fiction and nonfiction texts and graphs, charts, tables, maps, and cartoons. Those adults who complete ABE Level 3 Communication Skills are able to work in teams and groups by communicating effectively through listening, speaking, writing, and peer monitoring. They can identify their learning and work styles and use that information to make work, learning, and social interactions more effective. They can read, comprehend, evaluate and apply information from written materials (i.e., intermediate textbooks, fiction, policies and procedures manuals, purchase agreements). They are able to write resumes, reports, and formal letters that use connected paragraphs and appropriate formats, then proofread and correct them for grammar and spelling. This course will also provide information to students about the services, resources, and programs available on campus, help learners identify their current abilities and styles of learning, help learners identify any barriers, learning deficiencies or skill gaps with strategies and / or recommendations for improvement, help learners set long and short term goals while identifying personal, educational and employment interests and the skills needed to obtain those goals, and help learners develop a personal learning / goal plan.

GED 032 Communications
July 28, 2009

LEARNING OUTCOMES ADDRESSED:

1. **Communication**
 - Read and listen actively to learn and communicate.
 - Speak and write effectively for personal, academic and career purposes.
2. **Computation**
 - Use arithmetic and other basic mathematical operations as required by program of study.
 - Apply quantitative skills for personal, academic and career purposes.
3. **Human Relations**
 - Use social interactive skills to work in groups effectively.
 - Recognize the diversity of cultural influences and values.
4. **Critical Thinking and Problem Solving**
 - Think critically in evaluating and applying information, solving problems and making decisions.
5. **Technology**
 - Select and use appropriate technological tools for personal, academic, and career tasks.
6. **Personal Responsibility**
 - Be motivated and able to continue learning and adapt to change
 - Value one's own skills, abilities, ideas, and art
 - Take pride in one's work
 - Manage personal health and safety.
 - Be aware of civic and environmental issues.
7. **Information Literacy**
 - Access and evaluate information from a variety of sources and contexts, including technology.
 - Use information to achieve personal, academic and career goals and to participate in a democratic society.

COURSE OBJECTIVES:

1.0 Read materials at an appropriate level for practice, pleasure, or information.

- 1.1 Explain the importance of reading in order to learn a skill.
- 1.2 Share his/her experience in reading for pleasure.

2.0 Demonstrate the pre-reading techniques of previewing, establishing a purpose, and determining the rate.

3.0 Use a variety of context clues to understand what is read and for vocabulary development.

4.0 Describe a variety of context clues to understand what is read and for vocabulary development.

GED 032 Communications**July 28, 2009****5.0 Summarize the main ideas of non-fiction selections and the plot of fiction selections.**

- 5.1 Discuss the structure of non-fiction paragraphs such as definition! example, directions, and cause/effect patterns.
- 5.2 Describe where stated main ideas may be located in a reading selection.
- 5.3 When the main idea is unstated, state the topic, determine major details, and generalize the main idea.
- 5.4 Identify transition words, sentences, and paragraphs within a passage that indicate a new main idea.
- 5.5 Identify steps in the plot and establish the theme of fiction selections.
- 5.6 Write summaries of passages, both non-fiction and fiction.

6.0 Analyze the structure of a passage considering organizational pattern and the use of details.

- 6.1 Identify major organizational patterns used by authors and analyze when and why an author uses a particular pattern.

7.0 Define inference and apply to reading comprehension.

- 7.1 Make inferences using what was read and past experience.
- 7.2 Demonstrate the ability to determine the validity of inferences.
- 7.3 Locate information from which inferences are made, draw inferences from that information, and provide supporting evidence.

8.0 Differentiate between "literal" and "figurative" language and identify examples of each.**9.0 Evaluate written material.**

- 9.1 Identify the author's purpose and classify the writing as persuasive, narrative, or expository (factual and informative).
- 9.2 Make judgments about people and characters in relation to the content of the material and the reader's own belief system.
- 9.3 Judge materials based on statements of facts and opinions.
- 9.4 Evaluate the reliability of materials.

10.0 Comprehend and analyze different types of reading materials.

- 10.1 Define specialized vocabulary, explain key concepts, and answer appropriate questions pertaining to the subject matter.
- 10.2 Answer questions that require various levels of reasoning.
- 10.3 Explain or use appropriate approaches (e.g., skimming/scanning, using transition words) to answer particular kinds of questions.

11.0 Combine ideas through the use of complex sentence structure.

- 11.1 Write compound and complex sentences using appropriate connecting words.
- 11.2 Recognize and use parallel structure.
- 11.3 Correct misplaced modifiers.
- 11.4 Use semi-colons and commas correctly.

12.0 Use correct verb tense, adjective/adverb forms, and pronoun references.

GED 032 Communications
July 28, 2009

13.0 Write a short report on material read or observed.

- 13.1 Write the first draft of a one-page report containing several paragraphs.
- 13.2 Read, revise, and edit the first draft.
- 13.3 Write the final draft of the report.

14.0 Compose a resume.

- 14.1 Compile a personal fact sheet.
- 14.2 Compose the first draft of the resume.
- 14.3 Read, revise, and edit the first draft.
- 14.4 Complete the final draft of the resume.

15.0 Write a variety of formal letters (e.g., application for employment, a letter to be mailed to an elected official, a letter to a business, an agency, or an institution).

16.0 Proofread and correct written material.

- 16.1 Use desktop references (e.g., thesaurus, spelling dictionary, handbook).
- 16.2 Revise writing to be direct, concise, clear and consistent.

TOPICAL OUTLINE:

- I. Reading texts and graphs (including fiction, history, civics, and government; space science and environmental and health issues; and business documents)**
 - Literal and inferential meaning
 - Analyze, apply, synthesize, and compare and contrast information
 - Evaluate facts and information
- II. Writing (including business documents and “How to” texts)**
 - Grammar: Punctuation and usage
 - Sentence structure
 - Paragraph organization
- III. Technological Proficiency**
 - Keyboarding
 - Access various software
 - Select and interpret information presented through technology (e.g., computer, video, Internet, e-mail and reference/information searches)

REVISED BY: (Jon Nachman & Wairimu Kiambuthi)
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