

COURSE OUTLINE

Revision: (Jon Nachman & Wairimu Kiambuthi) July 28, 2009

DEPARTMENT:	Basic & Transitional Studies
CURRICULUM:	Adult Basic Education
COURSE TITLE:	ABE 4 Communications
COURSE NUMBER:	ABE 042
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 6th to 8th grade level
REQUIRED TEXT:	None

COURSE DESCRIPTION:

The ABE 4 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 4 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.

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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 Spell correctly most words in common usage and recognize common misspellings. (The objectives for this competency are to be distributed throughout the curriculum rather than grouped.)**
- 1.1 Given basic spelling rules, the learner will apply them to new words.
 - 1.2 Given a list of common suffixes and prefixes, the learner will spell correctly words that include them. (Use as Competency 3.3)
 - 1.3 Given a list of common homonyms and their meanings, the learner will use them correctly. (Use as Competency 5.6)
 - 1.4 Given a list of commonly misspelled and irregularly spelled words, the learner will spell them correctly. (Use as Competency 6.0.)

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2.0 Understand and use correct sentence structure in written English.

- 2.1 Recognize the simple and compound sentence patterns and write sentences following those patterns.
- 2.2 Recognize the complex sentence pattern and write sentences following that pattern.
- 2.3 Recognize parallel sentence structure and write sentences that use parallel structure.
- 2.4 Combine thoughts in alternate ways, using either compound or complex sentence structure with appropriate connectors.

3.0 Understand and use logical paragraph organization.

- 3.1 Understand the role of a topic sentence and write a paragraph illustrating its use.
- 3.2 Understand the role of supporting details in a paragraph and write a paragraph illustrating their use.
- 3.3 See Competency 1.2 (Spelling)

4.0 Understand essay structure and use it to write a well-organized essay.

- 4.1 Develop a thesis statement for an essay topic.
- 4.2 Develop a thesis with 3-5 supporting paragraphs.
- 4.3 Conclude an essay with a summary paragraph.

5.0 Know the rules of capitalization and punctuation and apply them to writing.

- 5.1 Use capitalization correctly.
- 5.2 Use apostrophes correctly in possessives and contractions.
- 5.3 Use commas correctly.
- 5.4 Use semicolons and colons correctly.
- 5.5 Use quotation marks correctly.
- 5.6 See Competency 1.3 (Spelling)

6.0 Know the conventions of grammar and usage and apply these conventions to writing.

- 6.1 Review the definitions and use of nouns, pronouns, verbs, adjectives, and adverbs.
- 6.2 Understand and apply correct pronoun usage, including agreement, case, and clear reference.
- 6.3 Understand and apply correct verb usage, including correct and consistent tense and correct use of irregular verb forms.
- 6.4 Understand the concept of subject-verb agreement and write sentences in which subject and verbs agree.
- 6.5 Understand and apply correct modifier usage, including choice of adjective or adverb, correct use of comparative and superlative, and correct placement of modifier in a sentence.
- 6.6 See Competency 1.4 (Spelling)

7.0 Be familiar with question format of the GED/COMPASS Tests and answer questions in that format.

- 7.1 Study examples of Sentence Correction, Sentence revision, and Construction Shift format questions.
- 7.2 Proofread to identify and correct various types of errors in sentences.

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8.0 Discover the characteristics of a well-written essay through examination of examples of effective writing.

- 8.1 Analyze well-written essays for their interesting, original thoughts and use of sophisticated, appropriate vocabulary.
- 8.2 Analyze well-written essays for their use of example and illustration.

9.0 Understand and apply a system for planning, writing, and revising an essay.

- 9.1 Understand and use the brainstorming process to generate ideas about a topic.
- 9.2 Use knowledge of paragraph and essay format to organize ideas.
- 9.3 Write, proofread, and edit an essay on an assigned topic.
- 9.4 Know and use the scale for holistic scoring of essays.

10.0 Comprehend Literal Meaning

- 10.1 Restate information; understand and use a technique such as SQ3R to increase comprehension.
- 10.2 Summarize ideas and understand the concept of main Idea.
- 10.3 Distinguish between significant supporting details and non-significant details.
- 10.4 Understand social studies (history, economics, poetical science, behavioral science and geography) vocabulary concepts.
- 10.5 Understand science (biology, earth science, physics, and chemistry) vocabulary concepts.

11.0 Comprehend inferential meaning.

- 11.1 Use details/supporting evidence in a passage to identify implications and infer an unstated main idea.
- 11.2 Use details/supporting evidence in a passage to understand sequences and consequences.
- 11.3 Use details/supporting evidence in a passage to make a valid inference of draw a valid conclusion.

12.0 Apply to a different situation the information or ideas contained within a passage.

- 12.1 Use ideas in a different situation from the original social studies context with verbal and graphic materials.
- 12.2 Use ideas in a different situation from the original science context with verbal and graphic materials.
- 12.3 Use ideas in a different situation from the original literature context with verbal and graphic materials.

13.0 Analyze information.

- 13.1 Distinguish among fact, fiction, hypotheses, opinion, or commentary.
- 13.2 Recognize unstated assumption and inference.
- 13.3 Identify cause/effect.
- 13.4 Distinguish conclusions from supporting statements.
- 13.5 Predict probable outcomes.

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14.0 Analyze literary elements of style and structure.

- 14.1 Recognize elements or techniques of style in classical and contemporary literature and literary commentary.
- 14.2 Identify literary techniques and their produced effects
- 14.3 Understand and review format and strategies for answering questions.

15.0 Evaluate information.

- 15.1 Assess the adequacy or appropriateness of data to substantiate hypotheses, conclusions, or generalizations.
- 15.2 Recognize the role values play in beliefs and decision making.
- 15.3 Assess the accuracy of facts as determined by documentation or proof.
- 15.4 Perceive logical fallacies in arguments.

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
 - Essay structure
 - Comprehend and understand a well-written essay
 - Plan, write and edit essay
- 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)

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