

ADLTED 503 Course Outline as of Fall 2022**CATALOG INFORMATION**

Dept and Nbr: ADLTED 503 Title: AC SKLS/GED PREP 3/READ

Full Title: Basic Academic Skills and GED Preparation - Reading 3

Last Reviewed: 12/12/2016

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	6	Lecture Scheduled	0
Minimum	0	Lab Scheduled	3.00	3	Lab Scheduled	18.00
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	18.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00

Total Student Learning Hours: 18.00

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly: CSKLS 503

Catalog Description:

Instruction and individualized learning plans are provided for preparation for the GED and other High School Equivalency (HSE) tests. Course also provides academic skills development in preparation for English placement tests; credit English Pathway classes; Career Technical Education (CTE) classes; and Basic Academic Skills Certificate of Completion. Third level reading course covers reading and study strategies, reading comprehension, and vocabulary development at a high school level, as determined through initial assessment.

Prerequisites/Corequisites:**Recommended Preparation:**

Course Completion of ADLTED 502 (or CSKLS 502)

Limits on Enrollment:**Schedule of Classes Information:**

Description: Instruction and individualized learning plans are provided for preparation for the GED and other High School Equivalency (HSE) tests. Course also provides academic skills development in preparation for English placement tests; credit English Pathway classes; Career

Technical Education (CTE) classes; and Basic Academic Skills Certificate of Completion. Third level reading course covers reading and study strategies, reading comprehension, and vocabulary development at a high school level, as determined through initial assessment. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Course Completion of ADLTED 502 (or CSKLS 502)

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Demonstrate comprehension of high school level academic, workplace, and recreational reading through discussion and/or longer written responses and essays
2. Demonstrate high school level vocabulary through discussion and/or longer written responses and essays
3. Use a computer or electronic device for basic word-processing, accessing academic software, GED/High School Equivalency (HSE) testing sites, and college enrollment

Objectives:

Upon completion of this course, students will be able to:

1. Reading
 - a. Interpret high school level textbook material in science, social sciences, and literature
 - b. Apply reading skills to lengthy news articles, basic workplace content, and pleasure reading of five pages or more
2. Vocabulary Development
 - a. Effectively use a dictionary
 - b. Apply roots, prefixes, and suffixes to decoding words
 - c. Use increasingly more precise vocabulary in oral and written work
3. Basic Technology
 - a. Use a word-processing program for longer writing assignments
 - b. Describe how to access and use college and GED testing systems for enrollment and other services

Topics and Scope:

Content, topics, and scope will vary, depending on student skill level

1. How to read a book, magazine, or newspaper
 - a. Pre-reading skills
 - b. Organizational patterns in written materials
 - c. Interpreting titles, captions, and other visual elements
2. Reading
 - a. Finding the main idea in paragraphs
 - b. Major and minor details
 - c. How to write a summary of a longer articles, fiction, and poetry
 - d. How to write a response to longer articles, fiction, and poetry (five pages or more)
 - e. Annotating textbooks, articles, chapters
 - f. Strategies for approaching basic types of reading such as workplace-related (instructions, employment ads, memos), short fiction, news articles
3. Vocabulary Development
 - a. Using context clues
 - b. Root words
 - c. Prefixes and suffixes
 - d. Vocabulary expansion
4. Basic Technology
 - a. Basic computer use and navigation among assigned software programs
 - b. Basic word-processing and keyboarding
 - c. Student portals for enrollment and other services
 - d. GED and other HSE test websites

Assignment:

According to assessment and individualized learning plans, students will complete a variety of assignments appropriate to their reading levels:

1. Reading from assigned texts, magazines, newspapers, software applications, and job-related material
2. Reading comprehension exercises in textbooks, worksheets, and educational software applications
3. Textbook, worksheets, and computer assignments related to the reading
4. Written responses to reading assignments and specific topics
5. Exercises in computer use, keyboarding, and basic word-processing
6. Computer quizzes and assessment tests for GED readiness

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reading responses; written assignments
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Writing 20 - 30%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None	Problem solving 0 - 0%
Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
None	Skill Demonstrations 0 - 0%
Exams: All forms of formal testing, other than skill performance exams.	
Quizzes and assessments using multiple choice, true/false, short answer	Exams 30 - 40%
Other: Includes any assessment tools that do not logically fit into the above categories.	
Computer assignments	Other Category 30 - 40%

Representative Textbooks and Materials:

Writing for the GED Test (1-4). New Readers Press. 2016
 Essential Reading Skills. Drawhorn, Omie and Perrin, Teresa. Essential Education. 2015
 Kaplan GED Test 2015: Strategies, Practice, and Review. Van Slyke, Caren. Kaplan, Inc. 2015
 Instructor-prepared materials.