

**ADLTED 606 Course Outline as of Summer 2022****CATALOG INFORMATION**

Dept and Nbr: ADLTED 606 Title: SCAFFOLD LOW LTRCY LEARN

Full Title: Scaffolding for Low Literacy Learners

Last Reviewed: 2/26/2018

| Units   |   | Course Hours per Week |      | Nbr of Weeks | Course Hours Total |       |
|---------|---|-----------------------|------|--------------|--------------------|-------|
| Maximum | 0 | Lecture Scheduled     | 0    | 2            | Lecture Scheduled  | 0     |
| Minimum | 0 | Lab Scheduled         | 8.00 | 1            | Lab Scheduled      | 16.00 |
|         |   | Contact DHR           | 0    |              | Contact DHR        | 0     |
|         |   | Contact Total         | 8.00 |              | Contact Total      | 16.00 |
|         |   | Non-contact DHR       | 0    |              | Non-contact DHR    | 0     |

Total Out of Class Hours: 0.00

Total Student Learning Hours: 16.00

Title 5 Category: Non-Credit

Grading: Non-Credit Course

Repeatability: 27 - Exempt From Repeat Provisions

Also Listed As:

Formerly:

**Catalog Description:**

This course is designed to introduce new or potential teachers to the special needs and learning modalities of adult learners. Topics will focus on scaffolding strategies for use in Adult Education in a higher education setting.

**Prerequisites/Corequisites:****Recommended Preparation:**

Course Completion of ADLTED 601

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

Description: This course is designed to introduce new or potential teachers to the special needs and learning modalities of adult learners. Topics will focus on scaffolding strategies for use in Adult Education in a higher education setting. (Non-Credit Course)

Prerequisites/Corequisites:

Recommended: Course Completion of ADLTED 601

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

|                   |                      |            |           |
|-------------------|----------------------|------------|-----------|
| <b>AS Degree:</b> | <b>Area</b>          | Effective: | Inactive: |
| <b>CSU GE:</b>    | <b>Transfer Area</b> | Effective: | Inactive: |

|               |                      |            |           |
|---------------|----------------------|------------|-----------|
| <b>IGETC:</b> | <b>Transfer Area</b> | Effective: | Inactive: |
|---------------|----------------------|------------|-----------|

|                      |            |           |
|----------------------|------------|-----------|
| <b>CSU Transfer:</b> | Effective: | Inactive: |
|----------------------|------------|-----------|

|                     |            |           |
|---------------------|------------|-----------|
| <b>UC Transfer:</b> | 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. Create a lesson that uses one or more forms of scaffolding to teach a concept

**Objectives:**

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

1. Describe and explain a range of scaffolding strategies and apply them in a Adult Education class.
2. Create a lesson that uses one or more forms of scaffolding to teach a concept.

**Topics and Scope:**

I. What is Scaffolding?

- A. Scaffolding vs. differentiation
- B. ZPD--Zone of Proximal Development

II. Show and Tell

- A. Fishbowl activities
- B. Show the outcome or model or rubric
- C. Think alouds--modelling the thought process

III. Tap into Prior Knowledge

- A. Sharing experience, hunches, and ideas
- B. Guessing about the content or concept

IV. Give time to talk

- A. Think-pair-share
- B. Turn-and-talk
- C. Triad teams
- D. Other structured talking time

V. Pre-Teach Vocabulary

- A. Difficulty with task leads to disinterest, disruption, distraction, or falling asleep
- B. Slow down the learning to achieve better results

- C. Use analogies and metaphors
- D. Ask students to create symbols or drawings for words or concepts
- VI. Use Visual Aids
  - A. Graphic organizers as a tool, not a product
  - B. Pictures
  - C. Charts/Graphs
  - D. Short videos
- VII. Checking for Understanding
  - A. Pause, ask questions, pause, review
  - B. Asking strategic questions that are designed ahead of time
  - C. Pause during the uncomfortable silence
  - D. Encouraging active listening
- VIII. Scaffolding to Achieve Objectives
  - A. Analyzing the objectives
  - B. Matching strategies to the objectives

### Assignment:

1. Reflective writing on personal experience of difficult learning experience where the material was challenging
2. Group brainstorming session regarding ways that scaffolding can enhance lessons and overall learning
3. Group creation of an informal classroom presentation using one or more forms of scaffolding to teach a concept
4. Individual creation and presentation of a lesson using one or more forms of scaffolding to teach a concept
5. Closing reflective writing

### 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.

|                     |
|---------------------|
| Reflective writings |
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|                     |
|---------------------|
| Writing<br>20 - 30% |
|---------------------|

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

|                                   |
|-----------------------------------|
| Group brainstorming; group lesson |
|-----------------------------------|

|                             |
|-----------------------------|
| Problem solving<br>20 - 30% |
|-----------------------------|

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

|                                |
|--------------------------------|
| Individual lesson presentation |
|--------------------------------|

|                                  |
|----------------------------------|
| Skill Demonstrations<br>20 - 30% |
|----------------------------------|

**Exams:** All forms of formal testing, other than skill performance exams.

None

Exams  
0 - 0%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Active participation and attendance

Other Category  
10 - 20%

**Representative Textbooks and Materials:**  
Instructor prepared materials