



MASTER COURSE OUTLINE

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COURSE TITLE

Accelerated Learning Support English

GENERAL COURSE INFORMATION

Dept.: DVS

Course Num: 016

(Formerly:)

CIP Code: 33.0104

Intent Code:

Program Code: N/A

Credits: 1-5

Total Contact Hrs Per Qtr.: 11-55

Lecture Hrs: 11-55

Lab Hrs: 0

Other Hrs:

Distribution Designation:

COURSE DESCRIPTION (as it will appear in the catalog)

DVS 016 is designed to provide additional instruction and support for basic skills students in I-BEST or other college-level accelerated English classes. The course provides a review of core concepts and vocabulary introduced in the related college-level English courses and students engage in activities to help strengthen Basic English skills.

PREREQUISITES

Placement in pre-college English; students must be concurrently enrolled in I-BEST or other college-level accelerated English classes.

TEXTBOOK GUIDELINES

Instructor discretion

COURSE LEARNING OUTCOMES

Upon successful completion of the course, students should be able to demonstrate the following knowledge or skills:

Students will complete objectives as determined by the course instructor.

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

Instruction follows the course content of the related English course

DEPARTMENTAL GUIDELINES

College and Career Readiness Standards (CCRS) for BEdA Program: Instruction is aligned to the following CCR Standards:

C-E in Reading based on the CCRS Anchors:

1 (Read closely to determine what the text says explicitly and to make logical inferences from it),

- 2 (Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas),
- 3 (Analyze how and why individuals, events, and ideas develop and interact over the course of a text),
- 4 (Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone),
- 5 (Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text [e.g., a section, chapter, scene, or stanza] relate to each other and the whole,
- 6 (Assess how point of view or purpose shapes the content and style of a text),
- 7 (Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence),
- 8 (Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take, and

C-E in Writing based on the CCRS Anchors:

- 1 (Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence),
- 2 (Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content),
- 3 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),
- 4 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 5 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),
- 6 (Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism), and
- 7 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

C-E in Language based on the CCRS Anchors:

- 1 (Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking),
- 2 (Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing),
- 3 (Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening),
- 4 (Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate),
- 5 (Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, and
- 6 (Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression).

DIVISION CHAIR APPROVAL

DATE