



MASTER COURSE OUTLINE

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Prepared By: Rosemary Parsons, Jesse Allen, Christopher Browning, & Emily Anderson

COURSE TITLE

Open Doors

GENERAL COURSE INFORMATION

Dept.: OPD

Course Num: 005

(Formerly:)

CIP Code: 32.0205

Intent Code: 13

Program Code: N/A

Credits: 1-12

Total Contact Hrs Per Qtr.:

Lecture Hrs: 11-132

Lab Hrs: 22-132

Other Hrs:

Distribution Designation:

COURSE DESCRIPTION (as it will appear in the catalog)

The main goal of this course is to assist students to improve their reading/writing, math, listening and employability skills in order to earn a high school diploma or to pass the Official GED tests, students must be at least 16 years old, while enrolled in the BBCC Open Doors program.

PREREQUISITES

Meet with Open Doors Case Manager

TEXTBOOK GUIDELINES

Instructor discretion

COURSE LEARNING OUTCOMES

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

Reading/Writing: Comprehend varied texts across the disciplines and support research ideas with concrete evidence and documentation. Identify the central ideas or conclusions of a text and write to summarize complex concepts and paraphrase into simpler terms. Use vocabulary related to context and punctuation correctly.

Mathematical Skills: Solve problems using geometric terms and formulas. Solve two linear equations algebraically and graph the estimated results by using ratio reasoning to solve problems.

Employability Skills: Search the Internet, create power point presentations and work in small groups to solve problems. Employability Skills involve communication, planning, organization, self-management, technology, and interviewing skills.

Listening/Speaking Skills: Write, listen, interact with others, and follow instructions to execute a task and solve increasingly complex problems.

INSTITUTIONAL OUTCOMES

None

COURSE CONTENT OUTLINE

Instruction for class lessons will be based on strategies using increasingly complex texts based on College and Career Readiness Standards. These skills and strategies may be contextualized in GED preparation activities or Open Doors coursework.

1. Write essays with thesis statements, paragraph topic sentences, implied main ideas, and supporting evidence.
2. Capture the readers' attention, write with fluently with transitional phrases, correct tone, and word choice.
3. Introduce concepts of plagiarism and citing sources.
4. Write in a variety of formats: reflective narrative, demonstrative, research papers, summaries plus response, and MLA or APA documentation.
5. Use transitional language in writing.
6. Complete job application forms and college registration forms.
7. Use math skills and strategies with increasingly complex problems including algebraic expressions.
8. Use math concepts of algebra to solve different complex situation.
9. Listening and speaking skills at increasingly complex levels for different purposes.
10. Writing skills at increasingly complex levels including writing a resume, business letters, and research projects.
11. Employability skills include the ability to work groups to solve problems by listening to others and offering constructive feedback.

DEPARTMENTAL GUIDELINES

At the end of the quarter, Open Doors students course work will be evaluated with a passing of 75% and completed course work will be recorded and transferred to the student's transcripts

Classes are taught in a 3:1 ratio of lecture to lab hours.

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 (Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words),
- 8 (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),
- 9 (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
- 10 (Read and comprehend complex literary and informational texts independently and proficiently).

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 (Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences),

- 4 (Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience),
- 5 (Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach),
- 6 (Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others),
- 7 (Conduct short as well more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation),
- 8 (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
- 9 (Draw evidence from literary or informational texts to support analysis, reflection, and research).

C-E in Math based on the CCRS Anchors:

- 1 (Make sense of problems and persevere in solving them)
- 2 (Reason abstractly and quantitatively)
- 3 (Construct viable arguments and critique the reasoning of others)
- 4 (Model with mathematics)
- 5 (Use appropriate tools strategically)
- 6 (Attend to precision)
- 7 (Look for and make use of structure)
- 8 (Look for and express regularity in repeated reasoning)

DIVISION CHAIR APPROVAL

DATE