



El Camino College
COURSE OUTLINE OF RECORD – Official

Subject:	PASS
Course Number:	501
Descriptive Title:	Language Arts
Division:	Library and Learning Resources
Department:	Pathways to Academic Success
Course Disciplines:	English
Catalog Description:	This noncredit open entry/open exit course prepares students for the language arts section of the General Educational Development (GED) exam and the High School Equivalency Test (HiSET). It provides instruction in reading comprehension, grammar, and writing the extended response essay, using successful test-taking strategies. Upon completion and demonstration of competence in the course, students may continue GED and HiSET preparation or advance to develop skills for the workplace and to prepare for future educational opportunities.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	2
Hours Laboratory (per week):	0
Outside Study Hours:	4
Total Course Hours:	36
Course Units:	0
Grading Method:	Pass/No Pass/SP
Credit Status:	Non Credit
Transfer CSU:	No
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education ECC:	
Term:	
Other:	
CSU GE:	
Term:	
Other:	
IGETC:	
Term:	

Other:	
Student Learning Outcomes:	<p>SLO #1 Evaluate Reading Material</p> <p>Evaluate reading material to identify main idea, detail, and inference.</p> <p>SLO #2 Formulate Strategies</p> <p>Formulate strategies to answer multiple choice questions.</p> <p>SLO #3 Revise Sentences</p> <p>Revise sentences to avoid errors in grammar and sentence construction.</p> <p>SLO #4 Relate Information</p> <p>Relate information from a single reading selection to construct a well-written essay.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Restate or paraphrase information. 2. Explain the clear implications of a reading selection. 3. Apply concepts and principles from a reading selection to a new context. 4. Draw conclusions, understand consequences, and make inferences. 5. Identify the use of different techniques, like: tone, word usage, characterization, use of detail and example, and figurative language. 6. Use the different components of a sentence together correctly and understand proper placement of sentences within a passage. 7. Write a well-developed essay when asked to describe, explain, or interpret a prescribed situation, idea, or experience. 8. Organize ideas and thoughts effectively and clearly communicate them through writing. 9. Develop an argument and support ideas with text-based evidence in a written response to given texts. 10. Compare two different written sources that address similar themes or topics identifying differences in scope, purpose, emphasis, audience, and impact. 11. Compare two argumentative written sources for how they interpret and use evidence differently. 12. Write an effective extended response essay analyzing two opposing views on a given topic with relevant evidence for support.
Major Topics:	<p>I. Reading Comprehension (12 hours, lecture)</p> <p>A. Main idea</p> <ol style="list-style-type: none"> 1. Organization structure 2. Author's style, tone, point of view, purpose <p>B. Summarizing and restating information</p> <p>C. Supporting details: examples, reasons, facts, descriptions</p> <p>D. Understanding a word in context</p>

1. Applying information to a new context or setting

E. Inferences and drawing conclusions

1. Linking elements of a passage

2. Integrating outside information with information within a passage

F. Non-fiction

1. Informational, literary, visual communication

G. Fiction

1. Setting, plot, point of view, characterization, theme

H. Poetry

1. Figurative language (Metaphor, simile, hyperbole, assonance, alliteration, onomatopoeia, personification)

I. Drama

1. Recognizing parts of a script

2. Analyzing the story elements of a drama

3. Interpreting dialogue

II. Grammar (12 hours, lecture)

A. Sentence Basics

B. Verbs

1. Tenses

2. Subject-verb agreement

C. Combining Sentences

1. Sentence completion

2. Sentence correction

3. Dependent and independent clauses

a. Using subordinating conjunctions

III. Written Composition (12 hours, lecture)

A. Organization

1. Topic sentences and thesis statement
2. Dividing and combining paragraphs
3. Rearranging and deleting sentences for clarity
4. Maintaining a consistent tone and diction

B. Using correct language

1. Avoiding misplaced modifiers and dangling modifiers
2. Incorporating parallel structure
3. Use of clear pronouns

C. Effective writing skills

1. Rules for capitalizing words
2. Spelling homonyms correctly
3. Rules for using commas and other punctuation

D. Preparing for the GED Extended Response Essay

1. Analyzing two positions presented in opposing articles on a given topic
2. Choosing the best article that supports your position
3. Choosing relevant evidence for support in the extended response essay

E. Planning, drafting, and editing the extended response essay

1. Gathering and organizing ideas
 - a. Main points and details
 - b. Considering your audience, message, and purpose
 - c. Defending assertions with multiple pieces of evidence from passage(s)
2. Five-paragraph essay model
 - a. Introduction and strong thesis statement
 - b. Supportive body paragraphs
 - c. Relevant conclusion

	<p>3. Writing and revising</p> <p>a. Transitional words and phrases</p> <p>b. Word choice and sentence structure for clarity</p> <p>c. Reread and revise to correct errors in grammar, usage, and punctuation.</p> <p>d. Clarity and command of standard English conventions</p>
Total Lecture Hours:	36
Total Laboratory Hours:	0
Total Hours:	36
Primary Method of Evaluation:	3) Skills demonstration
Typical Assignment Using Primary Method of Evaluation:	<p>Read the paragraph below and answer the following multiple choice questions:</p> <p>E-tail versus Retail: The Growing Popularity of Online Shopping</p> <p>(1) Over the past few years, major changes have been made in the way people shop. (2) Malls have gotten bigger. (3) Department and Discount stores have widened their selections. (4) Not only has online shopping been introduced it has quickly become a huge trend. (5) In a world where email has replaced a significant amount of snail mail, online shopping, or e-tail, is replacing a significant amount of retail.</p> <p>1.Sentence (3): Department and Discount stores have widened their selections. Which correction should be made to sentence (3)?</p> <p>a.insert a comma after Department</p> <p>b.change Discount to discount</p> <p>c.change stores to Stores</p> <p>d.replace their with there</p> <p>e.replace their with they're</p> <p>2.Sentence (4): Not only has online shopping been introduced it has quickly become a huge trend. Which correction should be made to sentence (4)?</p> <p>a.insert a comma after only</p> <p>b.replace online with Online</p> <p>c.add a comma after introduced</p>

	<p>d.change it has to it's</p> <p>e.add a comma after huge</p>
<p>Critical Thinking Assignment 1:</p>	<p>Respond to the following prompt in a well-written, word-processed extended response (essay):</p> <p>The article below presents arguments from both supporters and critics of Daylight Saving Time (DST) who disagree about the practice's impact on energy consumption and safety. In your response, analyze both positions presented in the article to determine which one is best supported. Use relevant and specific evidence from the article to support your response. You should expect to spend up to 45 minutes in planning, drafting, and editing. Word process your response.</p> <p>An Analysis of Daylight Saving Time (DST):</p> <p>Twice a year, most Americans adjust their clocks before bedtime to prepare for Daylight Saving Time. Every spring, clocks are moved ahead one hour. In the fall, they are moved back one hour, and all to maximize the benefits of the sun.</p> <p>Benefits of DST: Many studies have investigated the benefits and costs of DST. Research in the 1970's found that DST saved about 1% per day in energy costs. Supporters of DST claim that more sunlight saves lives. Studies have indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involving pedestrians and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.</p> <p>Arguments against DST: Opponents of DST cite other studies that disagree with these outcomes. A 2007 study in California indicated that DST had little or no effect on energy consumption that year. A three-year study of counties in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST. Recent research has also brought into question the safety aspect of the yearly switch to and from DST. In one study, pedestrian fatalities from cars increased immediately after clocks were set back in the fall. The adjustment period drivers endure each year is a dangerous time for pedestrians, and Daylight Saving Time may be the reason.</p>
<p>Critical Thinking Assignment 2:</p>	<p>Complete pages 2-4 in your textbook to identify the main idea as they pertain to the GED test. Review your work with your instructor or tutor for further instruction.</p>
<p>Other Evaluation Methods:</p>	<p>Completion, Embedded Questions, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Objective Exam</p>
<p>If Other:</p>	
<p>Instructional Methods:</p>	<p>Discussion, Group Activities, Lecture, Multimedia presentations, Other (specify)</p>
<p>If other:</p>	<p>Individualized instruction using software programs</p>
<p>Work Outside of Class:</p>	<p>Answer questions, Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)</p>
<p>If Other:</p>	
<p>Up-To-Date Representative Textbooks:</p>	<p>Bowling, Matthew. <i>GED Study Guide: 2023-2024</i>. Mometrix, 2022.</p>
<p>Alternative Textbooks:</p>	

Required Supplementary Readings:	
Other Required Materials:	
Requisite	
Category	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill(s), if applicable	
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Requisite Skill:	
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s), if applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Matthew Kline
Date:	04/14/2023
Original Board Approval Date:	12/18/2023 effective SP 2024