

**BASED 023 (Basic Skills III), BASED 024 (Basic Skills IV),  
BASED 025 (GED Prep I), BASED 026 (GED Prep II)**

**GRAYS HARBOR COLLEGE  
COURSE SYLLABUS – 2002-2005**

*Diane Hanson - ABE/GED Instructor*

*Phone - (360) 538-4162, E-mail - dhanson@ghc.ctc.edu, Office  
number - 425-D*

**I. Course Description:**

This course is designed to develop and improve basic reading, writing and mathematics skills of students whose grade level is between 4.0 and 12.9 according to the TABE (Test for Adult Basic Education) assessment test. Skills taught include literal and inferential reading comprehension, vocabulary building, organizational and study skills; grammar, sentence structure, paragraph and essay writing; mathematical computation, concepts and applications; and computer knowledge. These concepts and skills are taught through lecture, classroom exercises, small group work and individual instruction. This course is designed to prepare students for passing the GED exam and/or to enroll in Developmental Education courses.

The GHC Catalog lists five outcomes of student achievement. These outcomes will be matched with the Washington State Core Competencies (WSCC) for Adult Basic Education.

**Collation of Student Outcomes**

- **Discipline Learning:** Knowledge of content in prerequisite or transfer courses, as well as preparation for a career.
- **Literacy:** Skills in reading, writing, speaking, listening, and quantifying, as well as awareness and appreciation of learning styles and lifelong learning options.
- **Critical Thinking:** Competency in analysis, syntheses, problem solving, decision making, creative exploration, and formulation of an aesthetic response.
- **Social and Personal Responsibility:** Awareness of and responsiveness to diversity and commonality among cultures, multiplicity of perspectives, ethical behaviors, and health and wellness issues.
- **Using Resources:** Skills in accessing and evaluating information resources including campus resources, awareness of the role of information resources in making sound decisions, and command of the skills required to use appropriate technologies effectively.

## **II. Course Objectives:**

**(WSSC Level 3 Exit Criteria for ABE Reading, Writing and Mathematics)**  
**(Based 023, grades 4.0 through 5.9)**

### *Disciplinary Learning - Literacy - Critical Thinking*

The adult learner is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and begin to compare and contrast information from such texts.

The adult learner can write simple narrative descriptions and short essays on familiar topics such as customs in native country; has consistent use of basic punctuation, but makes grammatical errors with complex structures.

The adult learner can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.

**(WSSC Level 4 Exit Criteria for ABE Reading, Writing and Mathematics)**  
**(Based 024, grades 6.0 through 8.9)**

### *Disciplinary Learning - Literacy - Critical Thinking*

The adult learner can comprehend expository writing and a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials; can identify the main idea in reading selections and use a variety of context issues to determine meaning.

The adult learner can compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; identify spelling, punctuation and grammatical errors. The adult learner's writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.

The adult learner can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.

**(WSCC GED Prep I Exit Criteria for ABE Reading, Writing and Mathematics)**  
**(Based 025, grades 9.0 through 10.9)**

*Disciplinary Learning - Literacy - Critical Thinking - Social and  
Personal Responsibility - Using Resources*

The adult learner will be able to comprehend higher level written material, compose essays; work productively in groups; solve algebraic equations; use math in business transactions; and use computer and common computer applications proficiently. The GED Prep I student should be able to pass at least three official GED practice tests.

**(WSCC GED Prep II Exit Criteria for ABE Reading, Writing and Mathematics)**  
**(Based 026, grades 11.0 through 12.9)**

*Disciplinary Learning - Literacy - Critical Thinking - Social and  
Personal Responsibility - Using Resources*

The adult learner will be able to read technical information and complex manuals; write clearly; use the principles of geometry; use higher level thinking skills; work productively in groups and use all common computer software. The GED Prep II student should be able to pass all five of the GED practice tests.

**III. Textbooks/Materials:**

**Reading:**

- ❖ Various Pre-College Reading, Vocabulary and Study Skills Textbooks
- ❖ GED Social Studies, Science and Language Arts-Reading
- ❖ Biographies from American History
- ❖ Timed Reading (Comprehension practice series)
- ❖ Reading Drills (Comprehension, Vocabulary practice series)
- ❖ Skills Bank (Computer program for basic skills practice)
- ❖ Word Attack (Computer program for vocabulary building)
- ❖ Instructor made materials

**Writing:**

- ❖ Various Pre-College English/Writing Textbooks
- ❖ GED Language Arts-Writing
- ❖ GED Essay Writing
- ❖ Skills Bank (Computer program for basic skills practice)
- ❖ Sentence Combining (Computer practice with English Skills)
- ❖ Microsoft Word
- ❖ Typing Tutor

- ❖ Instructor made materials

**Mathematics:**

- ❖ Number Power 1 - 2 - 4 - 5
- ❖ Pre-GED and GED Mathematics
- ❖ GED Calculator practice
- ❖ Various Math textbooks
- ❖ Instructor made materials

**IV. Class Format (Instructional Methods):**

- ❖ Lecture and large group discussion on reading, writing, mathematics and computer skills
- ❖ Small group activities
- ❖ Individualized instruction
- ❖ Computer instruction
- ❖ Peer coaching
- ❖ Guest speakers

**V. Grading:**

- ❖ TABE (Test for Adult Basic Education) Pre and Post tests (to show progress)
- ❖ Scores on assigned work
- ❖ Scores on chapter quizzes and tests

**S=Satisfactory** progress (student made some progress but needs to retake the class)

**U=Unsatisfactory** progress (student has failed to meet course requirements)

**P=Passing** (student has passed the GED exam and/or has raised his/her skills to the required level for enrolling in Developmental Courses)

**Additional Assessment Methods:**

- ❖ Teacher designed feedback forms (To elicit immediate feedback about teaching/learning needs or other course related issues)
- ❖ Focused Listing (To assess student's knowledge about a topic that has recently been presented in lectures, discussions or assignments)
- ❖ Continuous observation of performance, attitude, behavior, cooperation and attendance

**Disability Statement:**

Any individual who has a documented disability which might interfere with his or her ability to fully participate in a course may be eligible for accommodations. Students should feel free to talk with instructors or to contact the Disability Support Program located on campus in Student Services (HUB), Room 119. Any information regarding disabilities will be kept confidential.