

**Hagerstown Community College**  
**OFFICIAL COURSE GUIDE DOCUMENT**

**COURSE:    ADB 192 Adult Basic Education—ADVANCED Level**  
**Reasoning through Language Arts and Social Studies** 0 credits

**SEMESTER/YEAR:            This information to be completed by Instructor**

**INSTRUCTOR:                This information to be completed by Instructor**

**COURSE DESCRIPTION:**

This is an Adult Basic Education course that prepares ABE students to transition to GED-level study and to enter the GED Express class or the Maryland External Diploma Program (EDP). This class focuses on writing, and reading skills using content area material in social studies. Direct class instruction will be given with supplementary materials and computer-based activities included in the course. Students in this course will be required to build skills on their own outside of class and are required to attend the Learning Support Center as well as the Friday lab for additional practice and assistance.

The course is designed to help students develop effective writing and reading strategies. Students will engage in a variety of reading and writing activities, concentrating on logical interpretation of what they read and on clear written expression of what they understood. Instruction focuses on developing reading strategies to increase comprehension and analysis of college-level vocabulary and texts. Writing instruction emphasizes paragraphs and short essays that are unified, coherent, and fully developed.

**TEXTBOOKS USED:**

**There are no textbooks required. Students will have access to textbooks and other computer-based learning materials. If a student chooses, he or she may purchase the class textbook at the HCC campus bookstore.**

**STUDENT LEARNING OUTCOMES:**

**Upon successful completion of this course students will be able to:**

**Social Studies Standards**

- Analyze and create text features in a social studies context
- Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence
- Distinguish between fact and opinion in a primary or secondary source document
- Apply social studies concepts to the analysis and construction of arguments

- Describe people, places, environments, processes, and events, and the connections between and among them
- Reasoning quantitatively and interpreting data in social studies contexts
- Analyze information presented in a variety of maps, graphic organizers, tables, and charts; and in a variety of visual sources such as artifacts, photographs, political cartoons.
- Interpret, use, and create graphs including proper labeling. Predict trends based on the data
- Translate quantitative information expressed in words in a text into visual form (e.g., table or chart); translate information expressed visually or mathematically into words
- Calculate the mean, median, mode, and range of a data set.
- Determine the details of what is explicitly stated in primary and secondary sources and make logical inferences or valid claims based on evidence.
- Determine the central ideas or information of a primary or secondary source document, corroborating or challenging conclusions with evidence.
- Determine the meaning of words and phrases as they are used in context, including vocabulary that describes historical, political, social, geographic, and economic aspects of social studies.
- Identify aspects of a historical document that reveal an author's point of view or purpose.
- Distinguish between unsupported claims and informed hypotheses grounded in social studies evidence.
- Compare treatment of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
- Cite or identify specific evidence to support inferences or analyses of primary and secondary sources, attending to the precise details of explanations or descriptions of a process, event, or concept.
- Identify the chronological structure of a historical narrative and sequence steps in a process.
- Analyze in detail how events, processes, and ideas develop and interact in a written document;
- Determine whether earlier events caused later ones or simply preceded them.
- Analyze cause-and-effect relationships and multiple causations, including the importance of natural and societal processes, the individual, and the influence of ideas.
- Compare differing sets of ideas related to political, historical, economic, geographic, or societal contexts; evaluate the assumptions and implications inherent in differing positions.
- Identify instances of bias and propagandizing.
- Analyze how a historical context shapes an author's point of view.
- Evaluate the credibility of an author in historical and contemporary political discourse.
- Distinguish between causation and correlation.

### **Reasoning Through Language Arts Standards:**

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- Analyze and create text features representing technique
  - Make inferences about plot/sequence of events, characters/people, settings, or ideas in text
  - Analyze relationships within texts.
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- Analyze the roles that details play in texts at a limited and/or inconsistent level.
  - Analyze how meaning or tone is affected when one word is replaced with another.
  - Analyze the structural relationship between adjacent sections of text
  - Analyze transitional language and determine how it functions in a text
  - Use evidence to understand, analyze, and create arguments
  - Comprehend explicit details and main ideas in a text
  - Summarize details and ideas in a text.
  - Make inferences about details that support main ideas
  - Determine which details support a main idea.
  - Identify a theme, or identify which element(s) in a text support a theme.
  - Applying knowledge of English language conventions and usage
  - Edit to correct errors involving frequently confused words.
  - Edit to correct errors in straightforward subject-verb agreement.
  - Edit to eliminate run-on sentences, fused sentences, or sentence fragments.
  - Edit to ensure correct use of punctuation.
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- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
  - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
  - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
  - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
  - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
  - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - Draw evidence from literary or informational texts to support analysis, reflection, and research.

## **COURSE EXPECTATIONS:**

### **Attendance**

Students are expected to attend every class, including Friday labs at the LSC. In the case of absences due to emergency (illness, accident, death in the family), it is the student's responsibility to inform the instructor. Documented time (signing in) within the Learning Support Center will contribute to eligibility hours for post-testing, and has the potential to

decrease the amount of time the student will have to spend to attain his/her goal. Students who show sporadic attendance will be placed at the bottom of the waiting list for the next session.

### **Progress**

To make progress, a minimum of 9 hours of additional, independent work outside of the class is expected each week. Typical level progress occurs after 120 hours of instruction.

Students who have taken the same course level three times without making incremental progress towards the next level will be required to meet with the Intake Assessment Specialist to determine a further plan.

### **COURSE POLICIES:**

**Honor Code:** Upon admission to HCC all students sign a pledge to uphold an honor system which holds the qualities of honesty and integrity in highest regard for the duration of their educational experience.

**Services for Students with Disabilities:** Students who have a disability are encouraged to identify themselves to the Disability Support Services (DSS) office as early as possible. Reasonable accommodations based on current documentation are provided to qualified students. Contact the Disability Support Services office at 240-500-2628 or at [dss@hagerstowncc.edu](mailto:dss@hagerstowncc.edu) to request accommodations.

**This course is offered free of charge as a service to the community through a grant from the US Department of Labor, Licensing, and Regulation (DLLR). CASAS testing of each student is required as a provision of the grant at the start and end of each session.**