

Hagerstown Community College
Official Adult Education Master Syllabus

COURSE: **ADB 216 Adult Secondary Education—GED EXPRESS**
Level
Language Arts and Social Studies 0 credits

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

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

CLASS DESCRIPTION:

This is an Adult Basic Education course to prepare ASE students with skills to take the GED™ test. This course focuses on Reasoning through Language Arts with a focus in content from Social Studies. Direct class instruction will be given with supplementary materials and computer-based activities included in the course. Students in this course are required to attend the Learning Support Center and the Friday lab for additional practice and assistance. This is a non-credit course.

TEXTBOOKS USED:

There are no textbooks required. Students will have access to e-books and other computer-based learning materials.

STUDENT LEARNING OUTCOMES:

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

Social Studies Standards

- Analyze 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
 - 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 used in a social studies context.
 - Identify aspects of a historical document that reveal an author's point of view or purpose.
 - Distinguish among fact, opinion, and reasoned judgment in a primary or secondary source document
 - 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 unsupported claims and informed hypotheses grounded in social studies evidence
 - Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.
-

- Apply social studies concepts to the analysis and construction of arguments
 - 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.
 - Describe people, places, environments, processes, and events, and the connections between and among them
 - 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, including effects that have multiple causes.
 - 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 or 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.
 - Reasoning quantitatively and interpreting data in social studies contexts
 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
 - Analyze information presented in a variety of maps, graphic organizers, tables, and charts, and in a variety of visual sources such as artifacts, photographs, and political cartoons.
 - 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.
 - Interpret, use, and create graphs including proper labeling. Predict trends within a reasonable limit based on the data.
 - Represent data on two variables (dependent and independent) on a graph; analyze and communicate how the variables are related.
 - Distinguish between correlation and causation.
-

Reasoning Through Language Arts Standards

- Analyze and create text features and to enhance understanding of written word.
 - Order sequences of events in texts.
 - Make inferences about plot/sequence of events, characters/people, settings, or ideas in texts at a satisfactory level.
 - Infer relationships between ideas in a text.
 - Analyze the roles that details play in texts at a satisfactory level.
 - Determine the meaning of words and phrases from context.
 - Analyze the impact of specific words, phrases, or figurative language in texts.
 - Analyze how a particular section of text fits into the overall structure and contributes to the development of ideas.
 - Analyze the structural relationship between adjacent sections of text
 - Analyze transitional language and determine how it functions in a text
-

- Analyze how the structure of a paragraph, section, or passage affects meaning, ideas, or purpose.
 - Determine an author's point of view or purpose in texts.
 - Infer an author's implicit as well as explicit purposes based on details in a text.
 - Analyze how an author uses rhetorical techniques.
 - Draw specific comparisons between two texts.
 - Compare two passages that present related ideas or themes in different genre or formats in order to evaluate differences in scope, purpose, emphasis, audience, or impact.
 - Using evidence to understand, analyze, and create arguments
 - Comprehend explicit details and main ideas in a text at a satisfactory level.
 - Make inferences about details that support main ideas at a satisfactory level.
 - Infer implied main ideas in paragraphs and whole texts.
 - Make evidence-based generalizations or hypotheses based on details in text.
 - Draw conclusions or make generalizations that require synthesis of multiple main ideas.
 - Identify specific pieces of evidence an author uses in support of claims or conclusions.
 - Evaluate the relevance and sufficiency of evidence offered in support of a claim.
 - Distinguish between supported and unsupported claims.
 - Assess the validity of reasoning in an argument.
 - Identify an underlying premise or assumption in an argument and evaluate the support.
 - Applying knowledge of English language conventions and usage
 - Edit to correct errors in pronoun usage.
 - Edit to eliminate non-standard or informal usage.
 - Edit to eliminate dangling or misplaced modifiers or illogical word order.
 - Edit to correct errors in subject-verb or pronoun-antecedent agreement in more complicated situations.
 - Edit to eliminate wordiness or awkward sentence construction.
 - Edit to ensure effective use of transitional words and phrases.
 - Edit to ensure correct use of capitalization.
 - Edit to ensure correct use of apostrophes with possessive nouns.
 - Edit to ensure correct use of punctuation at a satisfactory level.
-

COURSE EXPECTATIONS:

Attendance

Students are expected to attend every class, including labs, as applicable. In addition to the time spent in class, students are expected to practice skills at home. 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 delay progress towards personal goals.

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 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.