

Official Course Outline

- a “contract” between the student, instructor, and institution
- gives the required components of the course which the student is guaranteed to receive from the instructor and institution.
- states the content and standards for evaluation

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

1. Department/Course: <u>DEAF - 155A</u>	7. Degree/Applicability: Credit, Not Degree Applicable (C)
2. Title: <u>Intensive University Prep- Reading I</u>	8. General Education:
3. Cross Reference:	9. CAN Numbers:
4. Units: <u>4</u> Lec Hrs: <u>4</u> Lab Hrs:	10. Field Trips:
5. Repeatability: <u>Yes Times 5</u>	11. Prerequisites: Limitation on Enrollment ASL fluency; Eligible for ENGL 151A and 162
6. Grade Options: Grade Only (GR)	

12. Catalog Description:
This course is the first reading course in an intensive two-semester reading program with emphasis on critical reading and independent research skills. The course is designed to prepare students for college/university-level English literary course work. The course is taught in ASL only and is not A.A. degree applicable.

13. Class Schedule Description:
The first of two intensive study courses in reading. Taught in ASL only.

14. Counselor Information:
This course is recommended for mature, motivated ASL-fluent students who show strong academic potential and are highly motivated to bring their reading skills to college freshman level through intensive study. The course is taught in ASL only.


II. Student Learning Outcomes
The student will:

1. Practice constructive academic behaviors including eliminating external and internal distractions, networking with other students, and collaborating on assignments to enhance the likelihood of college success.
2. Determine the meanings of English vocabulary words and idiomatic language through the use of context clues including definitions, details, examples, synonyms, antonyms, comparisons, and contrasts.
3. Recognize the main idea of a passage by determining how the material is organized and by locating the topic and major supporting details.
4. Summarize a passage by stating the author's thesis and purpose along with original concise statements of the significant supporting points.
5. Determine the organizational pattern of a passage, article, or chapter by identifying words that signal addition, examples, time or sequence, comparison or contrast, or cause and effect.
6. Apply the techniques of annotating, note-taking, outlining, and creating graphic organizers to aid comprehension and retention of material.

- gives specific dates, grading standards, and other rules of conduct of a course required by the individual instructor
- gives the basic components of the course required to be taught

DEAF 159

Course Content




- Academic study skills
 - Active learning
 - Concentration, concentration, and attention
 - Time management
 - Setting academic goals
 - Building a powerful memory
 - Networking and study groups
- Vocabulary development
 - Context clues
 - Structure of words
 - Multiple meanings
 - Word origins
- Writers
 - Distinguishing general vs. specific
 - Specific unacademized
 - Summarization
- Plurality development
 - Recognizing and recognizing
 - Recognizing definitions, examples, and transitions
 - Recognizing comparison and contrast
 - Recognizing cause and effect
 - Signal words
- Comprehension and study strategies
 - Using prior knowledge
 - Annotation
 - Using headings, subheadings, and formulas
 - Distinguishing book information

Reading Skills

Effective reading skills are essential for success in college-level courses. By reading assignments from college textbooks in a variety of disciplines, you will get information and ideas for study and learning. You will become familiar with the content and vocabulary used in a variety of disciplines.

Study Skills

Being a successful discoverer will help you succeed. You will apply the essential academic skills developed in DEAF 159. You will be able to use a variety of computer-based skills to increase ability, reading, applying, writing, organizing information graphically, analyzing relationships between ideas, and remembering.



Evaluation of Student Performance

Attendance/Participation	10%
Class assignments	10%
Discussion Board	10%
Project Presentation	10%
Total	100%

A	94-100%
B	84-93%
C	74-83%
D	64-73%
F	60-63%
W	Below 60%

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Course Policies and Student Performance

- Classroom use will include lecture, discussion, and group exercise. A comfortable, courteous learning environment is important. Questions, comments, and suggestions are welcome.
- Students have the right and share the responsibility to ensure the freedom to learn. **Minor behavior** is a consequence. Students who exhibit disruptive behavior (disruptive behavior or personal drawing) will be asked to leave the classroom.
- Students are expected to come to class **prepared** for the day's activities (to complete reading or written work, necessary books and supplies) and put forth their best effort. Work that is unfinished or poorly done will be returned ungraded.
- Excellent **attendance** is required, as new information will be covered at each class meeting. More than 4 absences is considered excessive and you may be dropped from the class. As in the work world, it is important to communicate to explain your absence and to get homework assignments. If you cannot attend class, you need to contact me and let me know.
- If you miss class, you are still responsible for homework and any assignments that you miss. If you miss an in-class writing or application quiz and do not **contact** me, you will not be able to make up the writing or quiz. It is important that you contact the instructor immediately upon returning to school.
- There will be no make-up of **quizzes or tests** without prior instructor approval.
- Homework** is **mandatory** and will be used in the classroom. Classroom assignments will be based on a full class grade for each lecture. Assignments used in class will be accepted.
- You will be responsible for assignments (require a computer and internet access). You do not have a computer at home, you can use **computer** in the Library or in several computer labs on campus.
- During class all **papers** must be word "bill" or for "home access". Papers may not be used in class or receive assignments during class.
- Copyright** respecting is encouraged. As you are involved in copying or drawing will receive a zero on the assignment. Students who share their homework for others to copy are equally responsible and will also receive a zero.

Student Learning Outcomes



➤ are *student* focused

➤ are global and broad measurable statements that clearly state the knowledge, skills, abilities, and attitudes a *student* has attained upon completion of a course or program and upon receiving student services

Student Learning outcomes:

- Focus on what the student *can do*
- Demonstrate that the student is *competent*
- Include a *measurable expectation*



Each Student Learning Outcome

- ❖ must be supported by appropriate course content, assignment, and evaluation/assessment.
- ❖ is written as a measurable student-centered behavioral objective which demonstrates critical thinking and meets the stated needs of the course.



When writing Student Learning Outcomes,
answer the question:

**What will the student identify, demonstrate, analyze,
etc. upon completion of the course?**



Content Outline

- ❖ correlates with all student learning outcomes.
- ❖ includes a detailed course outline
- ❖ no longer requires listing hours or weeks spent on each topic

Assignments



- ❖ clearly demonstrate how students will achieve learning outcomes.
- ❖ reflect all outcomes and content, including theory, lab, and field work.
- ❖ Degree-applicable courses must include assignments that require students to think critically and apply concepts taught in the course.

Assignments

1. Reading Assignments

List and/or provide examples of the type of reading assignments that will achieve the student learning outcomes and correlate with the topics in the course outline.

2. Writing Assignments

Ohlone College requires courses to include a writing assignment when appropriate.

3. Projects, Activities and other Assignments

Indicate all other projects, activities and assignments with specific examples.

Evaluation

The judgment of a *student's work* to determine the learning achieved, the grade earned, and/or the graduation requirements satisfied.



Evaluation

- ❖ State the standards used to assess the level of mastery of each learning outcome.
- ❖ State methods of evaluation to assess student learning outcomes.
(exams, oral presentation, portfolio, discussion, skill demonstration, successful completion of research paper or project)
- ❖ Weighing by percentages no longer required.

Student Learning Outcome

The student will:

Apply the techniques of annotating, note taking, outlining, and creating graphic organizers to aid comprehension and retention of material.



Course Outline:

Comprehension and study strategies

- a. Utilizing prior knowledge
- b. Annotation
- c. Utilizing headings, subheadings, and format clues
- d. Organizing textbook information



Course Assignment:

Writing Assignments

1. Practice a variety of note taking techniques including annotation, outlining, Cornell method, and graphic organizers.

Projects, Activities, and Other Assignments

1. Research study and memorization techniques.
2. Prepare and present information on three techniques using PowerPoint, transparencies, or poster.



Method of Evaluation:

Preparation and presentation of a project which meets assigned standards reflected in a prepared rubric.

Completion of assignments, meeting assigned standards for completion and accuracy.

<http://www.curricUNET.com/ohlone/>