



ABE-930: ADULT BASIC EDUCATION

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

ABE - Adult Basic Education

Course Number

930

Course Title

Adult Basic Education

Short Title

Adult Basic Education

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

50

Maximum Contact Hours

220

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools

(such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.

- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course is designed to prepare students to take the High School Equivalency class. Course emphasis is on developing arithmetic reasoning and written understanding of the English language. Language functions and structures are integrated within competency-based integrated-skills instruction.

Codes

TOP Code (CB 03)

4930.60 - Elementary Education (Grades 1-8)

CIP Code

53.0201 - High School Equivalence Certificate Program.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Learning Objectives

Learning Objectives

Learning Objective
1. Infer meaning from various types of authentic materials.
2. Interpret main ideas and identify key passages of various types of authentic readings.
3. Identify specific details using scanning techniques.
4. Outline, draft, and edit a paragraph.
5. Practice using personal information about experiences to complete a variety of authentic forms.
6. Demonstrate the ability to perform arithmetic with algebraic and geometric problems.
7. Analyze how prevailing beliefs influence unequal treatment and affect education within marginalized and diverse populations, taking into account the perspectives of students as well as the broader population.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Students will demonstrate algebraic facility with algebraic topics including linear, quadratic, exponential, logarithmic, and trigonometric functions.
2. Students will practice and demonstrate arithmetic, metric system, algebra, geometry, statistics and probability problems.
3. Students will demonstrate and justify standard and alternative algorithms for addition, subtraction, multiplication and division of whole numbers, integers, fractions and decimals.
4. Students will compose paragraphs with a focused topic sentence, supporting points presented in a logical order, and a summarizing conclusion.
5. Students will examine unstated premises and hidden assumptions that arise from the social, historical, moral, cultural, psychological, or aesthetic contexts.
6. Student will distinguish between fact, inference, and judgement, recognizing that many reasonable inferences can be derived from the same facts.

7. Students will demonstrate skills to analyze paragraphs for topics, main idea and major/minor support while also evaluating for grammar, usage and spelling.

Program Learning Outcomes

Learning Outcome

1. Express ideas and opinions orally in response to spoken communication in the classroom environment in a coherent and effective manner.
2. Extract the meaning of different texts by using a variety of sources.
3. Produce effective, clear, and well-organized writing.

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Content

Non-Credit Content

1. Reasoning through Language Arts
 - a. Interpret and analyze nonfiction and informative texts
 - i. Critical literacy lens
 1. Text Support
 2. Power dynamic
 3. Ideologies
 - b. Interpreting Fiction
 - i. Symbolism and its cultural implications
 - c. Writing Effective Sentences
 - d. Connecting Ideas
 - e. Writing About Text
 - i. Interrogation of personal biases
 1. Values
 2. Attitudes
 3. Beliefs
 - f. Using Grammar Correctly
 - g. Using Writing Mechanics
2. Paragraph
 - a. Planning
 - i. Authentic Perspectives of Experience
 - ii. Share diverse experiences and perspectives
 - iii. Incorporating multiple cultural viewpoints
 - b. Organizing
 - i. Graphic Aids
 - c. Writing
 - d. Evaluating
 - e. Revising
 - i. Strengths-Based Approach
3. Mathematical Reasoning
 - a. Frame mathematics learning within the context of students' lives and culture
 - i. Increase self-awareness of mathematical learning style to succeed
 - b. Number Sense and Problem Solving
 - c. Decimals and Fractions
 - d. Ratio, Proportion, and Percents
 - e. Data, Statistics, and Probability
4. Social Studies

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- a. Social Studies Practices
 - i. Examine artifacts to explore other cultures
 - ii. Expose students to diverse narratives in a way that allows them to generate their own opinions and rationalize complex viewpoints regarding:
 - 1. Race
 - 2. Ethnicity
 - 3. Gender
 - 4. Religious beliefs
 - 5. Political beliefs
 - 6. Cultural ideologies
 - 5. U.S. History
 - a. Unequal Access
 - b. Socioeconomic Inequalities
 - i. Intersection of poverty and education
 - c. Discriminatory policy and practice
 - 6. Science
 - a. Science Practices
 - i. Obtaining, evaluating and communicating information
 - ii. Connect abstract concepts with concrete phenomena in students' own community
 - b. Life Science
 - i. Identify diverse voices in field of study

Methods of Instruction

Method

Activity

Integration

Small group activities will allow students to demonstrate their ability to perform basic arithmetic with the proper algebraic and geometric reasoning. Students participating in these groups will have an opportunity to demonstrate various mathematical learning styles for success.

DE Adaptations for MOI

Students will use CMS tools and accessible video conferencing software to communicate with instructors and classmates in both synchronous and asynchronous methods. Instructors will provide feedback using grades and/or rubrics or through individual instructor feedback within a week.

Method

Discussion

Integration

In large and small groups students will identify and discuss concepts related to personal biases within texts and concepts that relate within their own community or cultural ideologies.

DE Adaptations for MOI

Course discussion will use CMS tools through discussion boards or accessible video conferencing software. The instructor can provide feedback through discussion boards within a week of students initial posts in real time when working in a synchronous online learning environment.

Method

Papers and Reports

Integration

Papers and reports will be used for the student to demonstrate their ability to analyze and interpret text. Student will be able to share their perspective based on their personal experience through the writing of a basic paragraph using proper grammar and mechanics. The instructor can then have the students switch papers with another student and work of corrections and review of the review process.

DE Adaptations for MOI

Papers and reports can be assigned within the CMS using tools such as pages or assignments. Students will submit their papers via assignment submission links within the CMS or discussion boards to have students make comments of needed changes. Instructors will provide feedback using grades and/or rubrics and provide individual instructor feedback within one week.

Methods of Evaluation**Method**

Class Performance

Integration

Timed drills and group based collaborative exercises will be used as a method of evaluation, particularly in math. This will allow students to increase their self-awareness of mathematical learning style(s). Students performance will be evaluated based on overall completeness, while at the same time based on percentage correct.

DE Adaptations for MOE

In an online learning environment, students will be able to work together using accessible video conferencing software to collaborate using breakout rooms. In this environment the instructor can provide immediate feedback.

Method

Class Work

Integration

Class work will be evaluated based on the student's ability to compose a paragraph(s) and complete assignments based on previously learned material. Students will be evaluated based on accuracy of grammar and overall quality of work.

DE Adaptations for MOE

Evaluation will be based on the level of involvement and quality of work on CMS tools. Rubrics and instructions will be provided for all work. Instructors will provide feedback through the CMS.

Method

Exams/Tests

Integration

Exams and tests, including the standardized state test CASAS, will evaluate the student's accurate use of solving algebraic equations to obtain the correct answer. CASAS will present the student a score based on the percentage of questions complete.

DE Adaptations for MOE

Exams/tests are submitted via the CMS. Mid-term and final examinations are delivered through the CMS. Instructors will provide feedback to individual students based on the results of exams/tests within a week of completion.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative



Assignment

In as much detail as possible, formulate a written explanation on how to properly perform the necessary operations to simplify this equation. In addition, please demonstrate the necessary arithmetic to simplify this expression. $5^2 - (10+2) * 8$

How assignment will be adapted in online format

Assignment will be posted through the CMS for students to access. Students will submit the assignment through CMS. Instructor feedback will be given through grade book and/or individual feedback within a week.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Read the following passage on Harriet Tubman and/or research the topic to answer the questions: 1) Which of the following was Harriet Tubman's real first name? 2) Which of the following tells why Harriet Tubman decided to escape in 1849? 3) Which of the following tells what Harriet Tubman did during the Civil War to help the northern or Union states? 4) Which of the following tells the name of the way that Harriet Tubman helped slaves escape from the South to freedom?

How assignment will be adapted in online format

Students will respond to prompt posted by instructor on the CMS. Students will upload a written paragraph to the CMS or discuss the assignment using accessible video conferencing software. Instructor can provide feedback within a week through one of the CMS tools and/or through individual personal feedback within a week.

Course Materials**Textbooks**

Princeton Review (2022). GED Test Prep 2023. ISBN: 978-0593450635

Kaplan (2021). GED Prep 2022-2023. ISBN: 978-1506277325

Kaplan (2015). GED Test 2015 Kaplan. ISBN: 9781618658876

. (2004). Pre-GED Complete Preparation Steck-Vaughn. ISBN: 9780739887851

Class Size Information**Class Size**

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course uses nonfiction and informative texts that reflect current cultural standards that embrace ethnic and multicultural diversity. All written material, videos and images will be representative of the student populations in order to foster inclusivity. Instructors are committed to learners who are in need of additional support to further their education and employment opportunities. By creating a safe environment to learn and giving our students the power of possibility our GED program will continue to focus externally to align our commitment to advocacy and support for diverse communities and students.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

In this course, readings and examples were specifically selected from diverse authors and reflect diversity by allowing students to see themselves in materials. Textual material for assignments will promote a cultural frame of reference for diverse student populations. Through journal writing student will be able to reflect on their personal experiences and on their values that have derived from their cultural background. An example of this would be a paragraph written by the students perspective while also preparing students for the writing portion of the GED exam. The diverse images allow students to have a representation of their culture as well as an opportunity to self reflect. During instruction students will have an opportunity to experience social bonding and develop empathy and care by working in pairs or teams during the class period. By integrating and practicing social-emotional learning skills, students will be able to evaluation materials, build confidence and build positive interactions by empathizing with peers. Based on the course content, students will be able to use critical thinking skills, communication and open access and equity for every student, including reluctant learners, English learners and those with disabilities.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Student will engage in a variety of collaborative activities such as group work and/or break out rooms in accessible video conferencing software to engage in peer-to-peer discussions designated to foster community and encourage students to build social-emotional learning skills. Students might work together in pairs or groups in class or online to analyze textual material to interpret its main ideas, examine unstated premises and hidden assumptions that arise from the social, historical, moral, cultural, psychological or aesthetic contexts.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will create opportunities for instructor-to-student interactions for both in class, using CMS tools and using accessible video conferencing software to be an active presence to guide and coordinate high levels of learning that create a positive environment for student satisfaction and sense of community. In order to create a sense of community, the instructor will be welcome to all students, provide feedback on activities, reports and papers, and maintain consistent communication with students. These interactions can include in person, real-time conferencing, posted videos, electronic markup, and email.

Explain how the course will incorporate student-to-content interaction.

This course will incorporate students-to-content interactions through CASAS testing at the beginning and end of the class. The beginning tests will employ strategies to gauge students prior knowledge or a base line for students to work from and the end of the class testing will evaluate student learning and overall competencies. This provides the student information about attainment of knowledge and skills and helps the student focus on the outcome. Students will also use a range of media in class, CMS tools and accessible video conferencing software to enhance learning which include text, images, videos, charts, graphs and diagrams. Students will have access to course content and materials and also supplemental resources to encourage student engagement especially for those who may need additional support.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Instructor will use and provide metacognitive strategies to students to help them develop a learning plan for learning information. Students will use these processes to effectively acquire new information and use independent thinking skills. An example of this would be explicit teacher modeling in mathematics. This helps students understand what is expected of them through a clear example/model of a particular skill or concept. By the instructor providing an easy to follow procedure for solving a problem, students will be provided with a memorable strategy to use for approaching a problem on their own. Students can then self reflect if they have mastered the concept or skill and then evaluate if they need further knowledge.