



GED-931: GENERAL EDUCATIONAL DEVELOPMENT

Effective Term

Fall 2022

BOT Approval Date

12/16/2021

Discipline

GED - General Education Development

Course Number

931

Course Title

General Educational Development

Short Title

Gen Ed Development

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 prepares students to take a high school equivalency exam, a battery of five comprehensive examinations that when passed, offer an HSE certificate. Instruction leading to a mastery of capacities necessary to effectively pass a HSE exam. Course emphasis is on developing algebraic reasoning and written fluency of the English language. Language functions and structures are integrated within academic topics ranging from vocational, civic, social and behavioral, and scientific areas.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ABE-930 with a grade of P.

Codes

TOP Code (CB 03)

4930.62 - Secondary Education (Grades 9-12) and G.E.D.

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 in more complex passages using scanning techniques.
4. Outline, draft, and edit a descriptive, narrative, and/or expository essay.
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. Appraise and interpret a variety of word problems with algebraic reasoning.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Demonstrate algebraic facility with algebraic topics including linear, quadratic, exponential, logarithmic, and trigonometric functions .

Practicing and demonstrating arithmetic, metric system, algebra, geometry, statistics and probability problems.

Demonstrate and justify standard and alternative algorithms for addition, subtraction, multiplication and division of whole numbers, integers, fractions, and decimals.

Compose paragraphs with a focused topic sentence, author's claim, and a roadmap, supporting points presented in a logical order, and a summarizing conclusion.

Examine unstated premises and hidden assumptions that arise from the social, historical, moral, cultural, psychological, or aesthetic contexts.

Distinguish between fact, inference, and judgment, recognizing that many reasonable inferences can be derived from the same facts.

Demonstrate skills to analyze paragraphs for topic, main idea and major/minor support while also evaluating for grammar, usage and spelling.

Program Learning Outcomes

Learning Outcome

Express ideas and opinions orally in response to spoken communication in the classroom environment in a coherent and effective manner.

Extract the meaning of different texts by using a variety of sources.

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

Reasoning through Language Arts

1. Interpret and analyze nonfiction and informative texts

1. Critical literacy lens

1. Text Support

2. Power dynamic

3. Ideologies

2. Interpreting Fiction

1. Symbolism

3. Writing Effective Sentences

4. Connecting Ideas

5. Writing About Text

1. Interrogation of personal biases

1. Values

2. Attitudes

3. Beliefs

6. Polishing Your Writing

7. Using Grammar Correctly

8. Using Writing Mechanics

Essay

1. Planning

1. Authentic Perspectives of Experience

2. Share experiences and perspectives

2. Organizing

1. Graphic Aids

3. Writing

4. Evaluating

5. Revising

1. Strengths-Based Approach

Mathematical Reasoning

1. Frame mathematics learning within the context of students' lives and culture 2. Number Sense and Problem Solving

3. Decimals and Fractions

4. Ratio, Proportion, and PercentS

5. Data, Statistics, and Probability

6. Algebraic Basics, Expressions, and Polynomials

1. Increase self-awareness of mathematical learning styles to succeed

7. Equations, Inequalities, and Functions

8. Geometry

Social Studies

1. Social Studies Practices

1. Examine artifacts to explore other cultures

2. 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

2. U.S. History

3. Civics and Government

4. Economics

5. Geography and the World

Science

1. Science Practices

1. Obtaining, evaluating and communicating information

2. Connect abstract concepts with concrete phenomena in students' own community

2. Life Science

1. Identify diverse voices in field of study

3. Earth and Space Science

1. Elaborate on historical scientists we have and recognize these figures in their social and historical context

4. Physical Science

Methods of Instruction

Method

Activity

Integration

Small groups activities will allow students to demonstrate their ability to perform arithmetic and appraise a variety of word problems 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

Small groups activities will allow students to demonstrate their ability to perform arithmetic and appraise a variety of word problems with the proper algebraic and geometric reasoning. Students participating in these groups will have an opportunity to demonstrate various mathematical learning styles for success. Students will use CMS tools such as synchronous video/email/chat communications with instructors and classmates, and asynchronous methods such as accessible downloadable worksheets, online interactive exercises, and prompts. Instructors will provide feedback using grades and/or rubrics or through individual instructor feedback within one week.

Method

Papers and Reports

Integration

Papers and reports will be used for students to demonstrate their ability to analyze and interpret a text. Students will be able to provide their authentic perspectives through the writing of descriptive, narrative, and argumentative paragraphs using proper grammar and mechanics.

DE Adaptations for MOI

Papers and reports will be used for students to demonstrate their ability to analyze and interpret a text. Students will be able to provide their authentic perspectives through the writing of descriptive, narrative, and argumentative paragraphs using proper grammar and mechanics. Papers and Reports are assigned within the CMS using tools such as course pages and Assignment. Students will submit papers and reports via assignment submission links within the CMS. Instructors will provide feedback using grades and/or rubrics or through individual instructor feedback within one week.

Method

Lecture

Integration

Lectures will be used to discuss and expose students to diverse narratives that allow them to generate personal opinions and rationalize complex viewpoints.

DE Adaptations for MOI

Lectures will be used to discuss and expose students to diverse narratives that allow them to generate personal opinions and rationalize complex viewpoints. Various types of authentic accessible materials posted on the CMS as accessible digital handouts or online textbooks through assignments, files, modules, and/or pages. Instructors will provide feedback using grades and/or rubrics or through individual instructor feedback within one week.

Method

Discussion

Integration

Large and small group discussions will be used to identify and review concepts related to the critical literacy lens and interpreting personal biases within the text.

DE Adaptations for MOI

Large and small group discussions will be used to identify and review concepts related to the critical literacy lens and interpreting personal biases within the text. Course discussion is achieved via asynchronous communication tools such as the CMS discussion board or synchronously via accessible video conferencing tools.

Methods of Evaluation**Method**

Class Work

Integration

Classwork which will be evaluated based on the student's ability to compose an essay and complete assignments based on previously learned material.

DE Adaptations for MOE

Classwork will be evaluated based on the student's ability to compose an essay and complete assignments based on previously learned material. Evaluation will be based on level of involvement and quality of work completed on CMS tools such as discussion boards, accessible interactive assignments, and accessible pdf attachments. Rubrics, instructions, and feedback will be provided for all work on the same platform student work was submitted or through the CMS gradebook within a week.

Method

Exams/Tests

Integration

Exams and tests, including the standardized state test CASAS, will evaluate the student's accurate use of previously learned material.

DE Adaptations for MOE

Exams and tests, including the standardized state test CASAS, will evaluate the student's accurate use of previously learned material. Exams and/or Tests are submitted via the course management software. Mid-term and final examinations are delivered through the CMS. There is no requirement for proctored, on-campus attendance for examinations. Examination and assignment grades are delivered through the course management software. Instructor feedback is provided through the gradebook feature within a week.

Method

Homework

Integration

Non-graded homework assignments will be evaluated based on the student's examination of other cultures through artifacts, interpretation of nonfiction and informative texts and evaluation of experiences and perspectives related to various texts throughout the course.

DE Adaptations for MOE

Non-graded homework assignments will be evaluated based on the student's examination of other cultures through artifacts, interpretation of nonfiction and informative texts and evaluation of experiences and perspectives related to various texts throughout the course. Homework assignments are submitted through the CMS and are evaluated via rubrics, individual instructor feedback and/or grades within a week.

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 solve this equation. In addition, please demonstrate the necessary arithmetic to solve this equation. $2x - 10(5x - 4) = -7x + 5(3 - 2x)$

How assignment will be adapted in online format

Students will submit the assignment through the assignment feature in the CMS. Instructor feedback is provided through CMS features such as rubrics, grade book, and/or individual instructor feedback within a week.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Writing topic of the day:

You are driving a car in a thunderstorm. When you reach a stop sign, you notice three people in the downpour. One person is a deathly ill woman, one is a friend who saved your life, and the last is guaranteed to be your soul mate. If you have only one spot in your car, who would you take and why? Please use the proper mechanics of writing to answer the prompt.

How assignment will be adapted in online format

The essay will be uploaded to the CMS assignment or discussion board area in CMS. Instructor feedback is provided through CMS features such as rubrics, grades and/or individual instructor 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 and research the topic further to answer the following questions: What is the main point of the passage? Is the writer's argument valid? What is the relevant and probable evidence to support that it is or is not valid? What are the sources of supporting evidence? What kind of example of faulty reasoning can weaken the argument? Did the writer adequately and validly support the argument?

How assignment will be adapted in online format

Students will respond to research to the prompt posted by instructor on the CMS through discussion board, module or assignments in CMS. Students will upload accessible pre-recorded videos, upload files or discuss the assignment via live video with accessible video conferencing tools. Instructors will provide feedback within a week through one or more CMS features such as grades, rubrics in CMS and/or through individual personal feedback within a week.

Course Materials**Textbooks**

(2001). Complete GED Preparation Steck-Vaughn. ISBN: 9781419053993

Robert Mitchell and Dolores Emery (2004). Top 50 Math Skills McGraw-Hill. ISBN: 978-0072973839

Tim Collins (2005). Top 50 Writing Skills McGraw-Hill. ISBN: 978-0077044787

(2020). Kaplan GED Test Prep Plus 2021. ISBN: 9781506266251

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 Problem-Solution Essay that prepares 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 evaluate 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 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.

Key: 1643