

Basic Skills 038CE

GED Preparation: Reasoning Through Language Arts

BSICSKL 038CE GED PREPARATION – NON-CREDIT Prerequisite: None | Lecture: 4 hours

Designed to strengthen the student’s test taking skills and prepare them for the General Educational Development (GED) exam. Provides instructions that develops the student’s ability to take standardized tests in the areas of reading, Social Studies, Math and Science.

Student Learning Outcomes

- **SLO#1:** Upon successful completion of this course, students will read, analyze, and two reading passages drawn from different genres reflecting literary and nonfiction sources. Students will demonstrate in writing which argument has more convincing evidence and explain why the evidence supports his/her choice.

The reading passages and the reflection questions will be determined by the instructor.

ILO: Critical Thinking

SLO GRADING RUBRIC

Since this is a Non-Credit Course, no letter grades are issued. However, progress indicators Pass (P), Satisfactory Progress (SP), and No Pass (NP) will be assigned to students taking this class.

Pass (P)	60 – 50 points
Satisfactory Pass (SP)	49 – 40 points
No Pass (NP)	39 points and below

	20- 15 points	14-10 points	9 points or less	Score
Comprehension: <i>Analyzing and creating text features and technique</i>	Student showed excellent comprehension of both genres of text and was able to summarize the main ideas, the supporting details. Student showed competence in specifying, explaining, and showing relationships between the two texts.	Student showed good comprehension of both genres of text. There was some confusion of the main ideas and the supporting details. Student showed some ability in specifying, explaining, and showing relationships between the two texts	Student showed poor comprehension of both genres of text. Student was unable to determine main ideas from the supporting details. Student had difficulty in specifying, explaining, and showing relationships between the two texts.	
Analysis & Synthesis <i>Using evidence to understand,</i>	Students was able to analyze the two readings and make more complex inferences supported by reasoning and evidence. S/he competently	Students had some difficulty analyzing the two readings and making more complex inferences supported by reasoning and evidence. S/he needed guidance to	Students was unable to analyze the two reading and make more complex inferences supported by reasoning and evidence. S/he showed little or no	

<p><i>analyze, and create arguments</i></p>	<p>analyzed and compared the authors' points of view, bias, and literary devices.</p> <p>Student competently drew logical conclusions from both texts, synthesized the information, and developed and rationalized a personal opinion.</p>	<p>understand and compare the authors' points of view, bias, and literary devices.</p> <p>Student had some difficulty drawing logical conclusions using both texts. Student was able to synthesize the information, and develop a rationalized a personal opinion with some assistance</p>	<p>understanding of the authors' points of view, bias, and literary devices</p> <p>Student was unable to draw any logical conclusions, or synthesize the information. S/he no idea how to develop a rationalized personal opinion.</p>	
<p>Grammar/Writing Conventions <i>Applying knowledge of English language conventions and usage</i></p>	<p>Demonstrates correct sentence structure and a fluency that enhances clarity with specific regard to the following skills:</p> <ol style="list-style-type: none"> 1. Varied sentence structure. 2. Correct use of subordination, coordination and parallel structure. 3. No wordiness and awkward sentence structures 4. Correct usage of transitional words, conjunctive adverbs and other words that support logic and clarity 5. No run-on sentences, fused sentences, or sentence fragments. 	<p>Demonstrates largely correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills:</p> <ol style="list-style-type: none"> 1. Some variety in sentence structure. 2. Some use of subordination, coordination and parallel structure. 3. Some wordiness and awkward sentence structures 4. Some usage of transitional words, conjunctive adverbs and other words that support logic and clarity 5. A few run-on sentences, fused sentences, or sentence fragments. 	<p>Demonstrates lack correct sentence structure and a general fluency that enhances clarity with specific regard to the following skills:</p> <ol style="list-style-type: none"> 1. Varied sentence structure 2. Subordination, coordination and parallelism 3. Wordiness and awkward sentence structures 4. Little/no usage of transitional words, conjunctive adverbs and other words that support logic and clarity 5. Too many run-on sentences, fused sentences, or sentence fragments. 	
Total Score				

GED Test Information
<https://ged.com>

Student Learning Outcomes

SLO#2: Upon successful completion of this course, students will obtain a GED Ready® practice Reasoning through Language Arts test voucher and take the practice GED test to evaluate their readiness to take this component of the GED examination.

<https://www.gedtestingservice.com/educators/gedreadyvouchers>

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Instructors will evaluate student's readiness based on the following criteria:

- Pass:** Student scored in the **Green zone** which indicates a *likely to pass score*.
- Satisfactory Pass:** Student scored in the **Yellow zone** which indicates the score is *too close to call*.
- No Pass:** Student scored in the **Red zone** which indicates the student is *unlikely to pass*.

For further information, check out:

https://ged.com/educators_admins/teaching/teaching_resources/plds/