

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- 1: Spell and define up to 300 words with a minimum of 80% correct.
- 2: Correctly pronounce up to 300 words.
- 3: Apply up to 300 words to reading material and understand them in other contexts; infer meanings of words using context clues.
- 4: Write sentences that correctly incorporate the vocabulary words

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as the student learning outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Students will complete textbook chapters and take unit exams and a comprehensive exam to demonstrate understanding and proficiency of the 300 basic words that comprise this course. In each lesson, the students will be introduced to 10 new words through a sentence completion review process. The students also will learn word pronunciation by using the dictionary guide, pronounce the words in each chapter, and write sentences using new vocabulary. Additional textbook and computer exercises will provide further vocabulary practice. This is designed as a variable-unit course; for each half-unit earned, students will complete 10 chapters, pass a mastery test for each chapter, and pass a unit review test and a final exam.

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Individual or small group discussion and self-paced textbook and computer activities

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Instructor approval of work at regular intervals
Chapter tests, unit review test, and final exam
Writing assignments using vocabulary words

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Groundwork for a Better Vocabulary - 3rd edition 2004- by Johnson, Mohr, & Goldstein (Townsend Press)

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