

College of San Mateo

Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 11-13-06

Department: READ **Number:** 815
Course Title: Advanced Spelling Mastery **Units:** .5-1.0
Hours/Week: Lecture: **Lab:** **By Arrangement:** 1.5-3.0 Hrs/Wk

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Credit/No Credit
 Grade Option (letter or Credit/No Credit)

1. Prerequisite (Attach Enrollment Limitation Validation Form.)

None

2. Corequisite (Attach Enrollment Limitation Validation Form.)

None

3. Recommended Preparation (Attach Enrollment Validation Form.)

None

4. Catalog Description (Include prerequisites/corequisites/recommended preparation.)

A self-paced, individualized course to facilitate advanced spelling mastery. Includes advanced plural rules, rules for doubling the final consonant, rules for words ending in able/ible, ance/ence,ceed, sede, and cede, advanced homonyms, and higher-level misspelled words Credit/No Credit grading. Open entry/open exit. Variable units. May be taken 2 times for a maximum of 1 unit. By Arr 1.5-3.0 Hrs/Wk. (Unit does not apply toward AA/AS degree.)

5. Class Schedule Description (Include prerequisites/corequisites/recommended preparation.)

A self-paced, individualized course to facilitate advanced spelling mastery. Includes advanced plural rules, rules for doubling the final consonant, rules for words ending in able/ible, ance/ence,ceed, sede, and cede, advanced homonyms, and higher-level misspelled words Credit/No Credit grading. Open entry/open exit. Variable units. May be taken 2 times for a maximum of 1 unit. By Arr 1.5-3.0 Hrs/Wk. (Unit does not apply toward AA/AS degree.)

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: Understand and apply advanced spelling rules.
- 2: Correctly spell up to 50 advanced homonyms and words often confused
- 3: Correctly spell up to 80 words (selected by each student as words to learn for their daily use.)
- 4: Write sentences that correctly incorporate the spelling 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.)

Using text materials, students will study advanced plural rules, rules for doubling the final consonant, rules for words ending in able/ible, ance/ence,ceed, sede, and cede, advanced homonyms, and higher-level misspelled words.

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 plus writing assignments.

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 discussion of spelling rules and review of students' notes
Chapter tests and final exam
Spelling tests and writing assignments using spelling words

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

Programed Spelling Demons by Feinstein, 4th edition, 1997

Prepared by:

(Signature)

Email address:

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Submission Date: _____