

**I. CATALOG DESCRIPTION**

**A. Department Information**

Division: Academic Advancement and Learning Resources  
Department: Academic Advancement  
Course ID: ACAD 910x4  
Course Title: Vocational Basic Skills Enhancement  
Units: 3 units  
Lecture: 3 hours  
Prerequisite: None

**B. Catalog Description:**

Offers a review and practice of basic skills materials in mathematics, reading, writing, English as a second language, GED materials, and applied computational and verbal skills; a self-paced, open-entry computer-assisted review tailored to meet students' individual academic needs each time the class is taken. *Graded on a Credit/No Credit basis only.*

**Schedule Description:**

A self-paced, open-entry computer-assisted review and practice of basic skills activities in mathematics, reading, writing, English as a second language, GED materials and applied computational and verbal skills. *Graded on Credit/No Credit basis only.*

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: Four**

**III. EXPECTED OUTCOMES FOR STUDENTS**

Upon completion of the course, the student should be able to:

Demonstrate competency in mathematics, reading, writing and, where appropriate, English as a second language, applied skills (industry specific computational skills), science, social science, and literature (GED materials) four levels beyond initial placement.

**IV. CONTENT:**

**A. Mathematics**

1. Tier One (Levels 1-3)
  - a. Number Concepts
  - b. Operations
  - c. Measurement
2. Tier Two (levels 4-8)
  - a. Whole Numbers
  - b. Number Concepts
  - c. Decimals and Percents
  - d. Fractions
  - e. Measurement
  - f. Geometry
  - g. Pre-Algebra
  - h. Graphs and Charts
3. Tier 3 – GED College Prep (levels 9-11)
  - a. Decimals
  - b. Fractions
  - c. Measurement
  - d. Geometry
  - e. Algebra

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4. Tier 4 – Pre-Calculus (levels 11-12.5)
  - a. Geometry (proof and non-proof)
  - b. Algebra II
- B. Reading
  1. Tier One (levels 1-3)
    - a. Vocabulary Usage at the beginning level
    - b. Compounds
    - c. Spelling
  2. Tier Two (levels 4-6)
    - a. Vocabulary Usage at the tier two level
    - b. Usage
    - c. Comprehension
    - d. Reference Skills
  3. Tier Two (levels 7-8)
    - a. Vocabulary Usage at the tier two advanced level
    - b. Social Studies
    - c. Personal and Family Health
    - d. Occupational Awareness
    - e. Literature and Pleasure Reading
    - f. Reference Skills
  4. Tier Three (levels 9-11.5)
    - a. Readings in the field of Science
    - b. Readings in the field of Social Studies
    - c. Readings in Literature
    - d. Vocabulary Usage at the advanced level
- C. Writing
  1. Tier One (levels 1-3)
    - a. Language Experience
    - b. Keyboarding
  2. Tier Two (levels 4-8)
    - a. Directed Writing
    - b. Parts of Speech
    - c. Mechanics (*i.e.* abbreviations, punctuation, capitalization, writing numbers, grammar, etc.)
  3. Tier Three (levels 9-11)
    - a. Directed Writing
    - b. Mechanics (*i.e.* irregular verbs, subject-verb agreement, punctuation, etc.)
    - c. Sentence errors
- D. ESL
  1. Basic
    - a. Vocabulary
    - b. Verbs
    - c. Reading (integrated with life and survival skills materials)
    - d. Spelling (levels 1-3)
  2. Intermediate
    - a. Grammar
    - b. Vocabulary
    - c. Spelling (levels 4-7)
    - d. Reading (integrated with life and survival skills, and Tier 2 reading assignments-language experience)
  3. Advanced
    - a. Grammar
    - b. Spelling (levels 8-11)
    - c. Reading (integrated with Tier 2 and Tier 3 reading assignments-language experience)

- E. Applied Skills
  - 1. Math
    - a. Linear/Weight/Volume Measures
    - b. Gauge Measures
    - c. Spatial Relations
    - d. Terminology
    - e. Combining Processes
  - 2. Verbal
    - a. Note taking
    - b. Outlining
    - c. Report Writing
    - d. Procedural Directions
    - e. Illustrations
    - f. Schematics
    - g. Flowcharts
    - h. Tables/Charts
- F. Learning Strategies
  - 1. Test Taking
  - 2. Graphic Resources
  - 3. Self Motivation
  - 4. Problem Solving
  - 5. Time Management

**V. METHODS OF INSTRUCTION:**

This course will be computer-assisted and primarily computer-managed. However, supplementary materials provided by the instructor may not be computer based; some of these materials may be used in a traditional classroom setting, and involve the following techniques:

- A. Discussion
- B. Problem solving
- C. Interactive group activity

**VI. TYPICAL ASSIGNMENTS:**

- A. Math
  - 1. Solve the following multiplication problem:

$$\begin{array}{r} 326 \\ \times 20 \\ \hline \end{array}$$

- 2. If one meter is equal to 39.97 inches, how many feet are there in three meters (to the nearest hundredth)?

- d. 10 feet
- e. 9.84 feet
- f. 27 feet
- g. need more information

- B. Reading

- 1. Read each sentence carefully. Choose the best answer.  
We \_\_\_\_\_ able to find  
the right part for the truck.
  - a. can't
  - b. weren't
  - c. hadn't
  - d. won't

2. After reading the brief article introducing science, choose the sentence that best describes some of the information in the essay:

- a. Early humans were too primitive to understand science.
- b. the Egyptians developed a calendar so they wouldn't starve.
- c. Early humans could think about their environment but they could never explain it.
- d. the Egyptians used astrology to predict the times when the Nile River would flood.

C. Writing

1. Expand each of the World's Shortest Sentences. Add describing words that answer the questions: what?, or what kind, where?, when?, how?

Example: Dogs bark. The black snarling dogs bark. The lack snarling dogs bark fiercely. The black, snarling dogs bark fiercely at anyone who comes near their yard.

Men work.  
Women walk.  
Teenagers dance.  
Athletes run.

People read.  
Friends talk.  
Crowds yell.  
Shoppers rush.  
Drivers speed.  
Children play.

2. Some paragraphs are organized *by time order*. When you give directions, instructions, or tell about something that has happened, you organize by time order. You list steps in the order in which they are to be done or have happened. Write a paragraph using a time order pattern. Some suggested topics include: What happened on the best day of my life? What happened on the worst day of my life? What happened on the first day of my job? How to enroll in a class. How to rent an apartment. How to take a bus, cab, or plane.

D. ESL

1. Choose the correct response:

Hello, I'm William Dean. Please call me Bill.

- a. Pleased to meet you Mr. Dean.
- b. Pleased to meet you, Bill.

2. Read the following selection and correct errors in verb agreement:

My cooperative education placement were at Nursery Rhymes. It is a day care center. There I had practice in looking after small children.

As you will see on my application, I were at Nursery Rhymes for four months. I were looking after children ages 2-4. Reading to the children, watching them outside, and making lunch was some of my duties. The owner, Mrs. Eleanor Ingles, have said she would be a reference for me.

I feels that my placement at Nursery Rhymes will helps me to look after your young son.

E. Applied Skills

1. Read and interpret the following gauges: feeler gauges, thread gauges, rulers, calipers, meters, and micrometers.
2. Identify the meanings of the following flow chart symbols; circles, squares, and parallelograms in flowcharts used in computer programming.

F. Learning Strategies

1. List five steps involved in problem solving.
2. What are some of the strategies that you should use before, during, and after taking a test?

**VII. EVALUATION:  
Methods of Evaluation**

- A. Students' initial placements will be determined by the software's skills survey module.
- B. Students' progress reports from the computer are evaluated by paraprofessional classroom laboratory assistants and faculty daily/weekly; the software management system indicates numbers of times assignments are worked, and after three unsuccessful attempts in any lesson, the management system "locks" the student out of working on the failed assignment until some intervention has occurred. However, the paraprofessionals assisting students are advised to intervene before three unsuccessful attempts. If the student is still not successful, faculty intervene, provide additional instruction and may provide some off-line materials for students to work with. The management system is then updated and the student given the opportunity to redo the lesson(s).

Typical Questions

1. Math

- a.  $0.953 \times 0.37 =$
- b. Ben needs to paint is deck which is a circle with a diameter of 5 meters. What is the area of the deck? Use 3.14 for  $\pi$

2. Reading/Writing

a. Circle the words that mean the same: He **can not** drive the truck to work.

- i. won't
- ii. can't
- iii. doesn't

b. After reading the selection about the March on Washington, answer the following questions

- i. What is the main idea of these passages?
- ii. Beside which memorial did the marchers gather?
- iii. What does "come through the voting box" mean?
- iv. What can you infer from these passages?
- v. What is the best title for this story?
  
- vi. How does Dr. King want his children to be judged?
- vii. What is Dr. King's dream?

3. ESL

a. Complete the following introductions:

Hi! My name is Francisco Ortega.  
What's your name?

I'm from Mexico City. Are you from Tokyo?

I'm a student at the University. Are you also a student?

b. Choose the best word to complete the following sentence: Mrs. Lang \_\_\_\_\_remember to bring her purse last night.

- i. don't
- ii. doesn't
- iii. didn't
- iv. hadn't

4. Applied Skills

a. Looking at the gauges pictured on the screen, identify those which are feeler gauges, thread gauges, and calipers. Describe how to read/interpret the measurements shown on the diagram.

b. Describe how you would use a flowchart to make procedural decisions such as caring for someone with a head wound; prepare an organizational chart to identify members of the hospital described in the paragraph above.

5. Learning Strategies

a. Read the problem on the screen and list the steps you will take to solve the problem.

b. Describe your preparations the day before you take a test.

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- C. Students will be asked to submit to the instructors completed worksheets or other assignments.
- D. Written and group assignments will be evaluated for their success in identifying successful strategies.

**Frequency of Evaluation**

- A. Students are evaluated by the computer as each exercise/lesson is completed; the software provides immediate feedback and review.
- B. Written work is evaluated as it is turned in (written assignments are completed in an independent study mode).
- C. Group work, if appropriate, is evaluated weekly.

**VIII. TYPICAL TEXT(S):**

No text will be required in this course as appropriate computer software will be the "text." Students will be provided with supplemental readings and material for written assignments. Students will also be supplied with workbook pages to supplement lesson practice. Some of the off-line materials are supplied by the software company and some will be supplied by instructors as necessary.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None**