SBVC Curriculum Guide To Determining Prerequisites

Below are a list of Basic Skills courses and their objectives to assist you in determining the appropriate prerequisite for your course, when applicable. The Curriculum Committee recommends that transfer level courses (100 or 200 level) should consider ENGL 015 as a prerequisite.

READ 920 COURSE OBJECTIVES FOR STUDENTS:				
A.	Demonstrate the ability to decode words using phonetic analysis, structural analysis, and syllabication			
В.	Employ basic comprehension skills (based on materials determined to be at <u>sixth grade level</u> when Fry's Readability Scale is applied) of determining main idea, locating supporting details, learning vocabulary in context, and drawing logical inferences			
C.	Compose written and oral responses to readings showing critical thinking			
D.	Demonstrate one level of increased vocabulary development showing understanding of meaning, pronunciation and usage			
E.	Demonstrate the ability to read at or above sixth grade level based on a standardized test or alternative assessment device			
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	READ 950 COURSE OBJECTIVES FOR STUDENTS:			
А.	Apply vocabulary and word attack strategies as required for eighth-grade level reading material			
В.	Demonstrate one level of increased vocabulary development showing understanding of meaning, pronunciation, and usage			
C.	Employ basic and advanced comprehension skills: vocabulary in context, recognizing main ideas, locating supporting details, patterns of organizations, critical reading, and critical thinking skills as required for eighth-grade level materials			
D.	Compose written and oral responses to reading showing critical reading and thinking skills			
E.	Demonstrate the ability to read at or above the eighth-grade level based on a standardized test or alternative assessment instrument			
F.	Locate words and definitions in the dictionary and employ reference skills			
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ENGL 914 COURSE OBJECTIVES FOR STUDENTS:		ENGL 015 COURSE OBJECTIVES FOR STUDENTS:	
Α.	☐ Identify basic parts of speech	Α.	☐ Identify the major parts of a sentence
В.	Identify basic parts of sentences	В.	Compose simple, compound, and complex sentences that use a variety of
C.	Identify simple, compound and complex sentences		subordinate elements
D.	Identify various phrases and dependent	C.	Compose sentences using parallelism
D.	clauses	D.	Employ prewriting strategies to generate ideas for writing
E.	Compose complete sentences	E.	Construct an effective thesis statement
F.	Compose complex sentences using a variety		for a short essay
	of subordinate elements	F.	<u>Create a short expository essay that</u> supports the thesis with sufficient specific
G.	Construct a topic sentence that effectively focuses a paragraph		support
Н.	Create a paragraph that supports a topic	G.	Compose a short expository essay that is unified and coherent
Ι.	sentence with sufficient, concrete detail	H.	Construct <u>complete</u> sentences relatively
1.	expository paragraphs		free of major grammatical, spelling, and punctuation errors
J.	Organize paragraphs in a logical, coherent	Ι.	Select words that are reasonably precise and appropriate for the writing task
К.	<u>Create sentences that are relatively free of</u>	J.	Recognize main ideas and supporting
	major grammatical errors		evidence in written texts and infer meaning from a text
L.	<u>Create short essays that respond to a text,</u> usually by relating it to their own experience		
М.	Select words that are relatively precise and		
	appropriate to the writing task		
N.	☐ Identify main idea within short fiction or nonfiction		