

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
- B. Employ basic comprehension skills (based on materials determined to be at sixth grade level 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



READ 950 COURSE OBJECTIVES FOR STUDENTS:

- A. Apply vocabulary and word attack strategies as required for eighth-grade level reading material
- B. 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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<u>ENGL 914 COURSE OBJECTIVES FOR STUDENTS:</u>	<u>ENGL 015 COURSE OBJECTIVES FOR STUDENTS:</u>
A. <input type="checkbox"/> Identify basic parts of speech	A. <input type="checkbox"/> Identify the major parts of a sentence
B. <input type="checkbox"/> Identify basic parts of sentences	B. <input type="checkbox"/> Compose simple, compound, and complex sentences that use a variety of subordinate elements
C. <input type="checkbox"/> Identify simple, compound and complex sentences	C. <input type="checkbox"/> Compose sentences using parallelism
D. <input type="checkbox"/> Identify various phrases and dependent clauses	D. <input type="checkbox"/> Employ prewriting strategies to generate ideas for writing
E. <input type="checkbox"/> Compose complete sentences	E. <input type="checkbox"/> Construct an effective thesis statement for a short essay
F. <input type="checkbox"/> Compose complex sentences using a variety of subordinate elements	F. <input type="checkbox"/> Create a short expository essay that supports the thesis with sufficient specific support
G. <input type="checkbox"/> Construct a topic sentence that effectively focuses a paragraph	G. <input type="checkbox"/> Compose a short expository essay that is unified and coherent
H. <input type="checkbox"/> Create a paragraph that supports a topic sentence with sufficient, concrete detail	H. <input type="checkbox"/> Construct complete sentences relatively free of major grammatical, spelling, and punctuation errors
I. <input type="checkbox"/> Compose descriptive, narrative and expository paragraphs	I. <input type="checkbox"/> Select words that are reasonably precise and appropriate for the writing task
J. <input type="checkbox"/> Organize paragraphs in a logical, coherent manner	J. <input type="checkbox"/> Recognize main ideas and supporting evidence in written texts and infer meaning from a text
K. <input type="checkbox"/> Create sentences that are relatively free of major grammatical errors	
L. <input type="checkbox"/> Create short essays that respond to a text, usually by relating it to their own experience	
M. <input type="checkbox"/> Select words that are relatively precise and appropriate to the writing task	
N. <input type="checkbox"/> Identify main idea within short fiction or nonfiction	

Curriculum Meetings: 08-27-12

Conjoint Meeting: 09-14-12

Board of Trustees Meeting: October 25, 2012

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<u>MATH 942 COURSE OBJECTIVES FOR STUDENTS:</u>	<u>MATH 952 COURSE OBJECTIVES FOR STUDENTS:</u>	<u>MATH 090 COURSE OBJECTIVES FOR STUDENTS:</u>
<p>A. <input type="checkbox"/> Evaluate expressions containing whole numbers and the operations of addition, subtraction, multiplication, and division</p> <p>B. <input type="checkbox"/> Evaluate expressions containing fractions and decimals and the operations of addition, subtraction, multiplication, and division</p> <p>C. <input type="checkbox"/> Evaluate expressions using the order of operations</p> <p>D. <input type="checkbox"/> Recognize components of and simplify expressions containing whole number exponents</p> <p>E. <input type="checkbox"/> Use ratios, proportions, and percents to compare and calculate quantities</p> <p>F. <input type="checkbox"/> Solve applications involving addition, subtraction, multiplication, and division with whole numbers, fractions, decimals, and percents</p>	<p>A. <input type="checkbox"/> Identify and use properties of whole numbers, properties of equality, order of operations, prime factoring to simplify expressions</p> <p>B. <input type="checkbox"/> Evaluate expressions using the order of operations with signed numbers</p> <p>C. <input type="checkbox"/> Simplify exponential expressions with signed bases</p> <p>D. <input type="checkbox"/> Distinguish between sets of real numbers, natural numbers, whole numbers, integers, and rational numbers and simplify expressions containing such numbers</p> <p>E. <input type="checkbox"/> Identify and apply various strategies for organizing applications to be solved algebraically</p> <p>F. <input type="checkbox"/> Identify and simplify expressions containing inequality symbols, absolute value symbols, and complex fractions</p> <p>G. <input type="checkbox"/> Communicate using correct mathematical terminology (speaking, writing, and reading)</p> <p>H. <input type="checkbox"/> Distinguish between terms and factors, expressions and equations in order to apply the appropriate rules and properties</p> <p>I. <input type="checkbox"/> Perform basic operations with polynomial expressions such as multiplying and combining like terms</p> <p>J. <input type="checkbox"/> Solve simple linear equations in one variable</p>	<p>A. <input type="checkbox"/> Solve linear equations</p> <p>B. <input type="checkbox"/> Develop and solve appropriate linear equations which model applications</p> <p>C. <input type="checkbox"/> Describe polynomials using proper vocabulary</p> <p>D. <input type="checkbox"/> Evaluate the sum, difference, product and quotient of polynomials</p> <p>E. <input type="checkbox"/> Apply rules for exponents to simplify exponential expressions</p> <p>F. <input type="checkbox"/> Factor polynomials and solve equations by factoring</p> <p>G. <input type="checkbox"/> Manipulate rational expressions by simplification, addition, subtraction, multiplication, and division</p> <p>H. <input type="checkbox"/> Simplify expressions containing complex fractions</p> <p>I. <input type="checkbox"/> Solve equations involving rational expressions</p> <p>J. <input type="checkbox"/> Construct graphs of linear equations</p> <p>K. <input type="checkbox"/> Solve systems of linear equations in two variables</p>

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