



Curriculum Guide

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ENTRANCE & COMPLETION RATIONALE

The Entrance and Completion Committee consisted of Sally Sutton, Barbara Seib, and Barbara Wookey. We met several times and discussed how best to facilitate entrance and exit from the *Go Prepared* class. We considered the orientation and what it should contain, the assessment tests needed, how knowledge of the computer fits in, the soft skills of college readiness and study skills and the use of the *Becoming a Master Student* book. Considering the students would be nontraditional students, we felt that they would need more guidance than others and require more coaching to begin college successfully.

It was decided to recruit students who already had a GED or were close to achieving it. Students coming to this class would already have completed an ABLE orientation, ABLE paperwork, and a TABE assessment test. We decided that students need to have taken the D Level TABE and be at the NRS Levels 5 or 6 in order to qualify for the *Go Prepared* class. It should be noted that if a student enters at Level 6 and already has a GED, there would be no way to show progress for the ABLELink reports unless they received a perfect TABE score. We would also recommend that there be some flexibility for students who are at a high Level 4 (as an example, 8.5 grade level) in one area but Level 5 or 6 in other areas. Students, who have their GED and want to take the *Go Prepared* class but did not place in Levels 5 or 6, should be referred to a regular ABLE class to raise their scores.

It was decided to have the orientation for two days before the course begins. There would be an overview of the course and what is expected of students. We decided to use the book, *Becoming a Master Student*. Students would do the “Discovery Wheel” in the text or online as part of their first day of orientation. Students would also learn organization skills by putting class information into a 3-ring binder with tabs. The orientation session would finish with information about the “Microsoft Digital Literacy Course” that they will start on the second day of orientation. Students need about a total of 15 hours to complete the computer training. They would complete this on their own. Their completion certificate for the computer class would then go into their binder.

We also thought it was important to add an additional class session to fill out FASFA forms and also one to schedule a campus tour and possibly take the Compass test.

The Completion part of the *Go Prepared* class would consist of assessments such as the post-TABE, GED if needed, portfolio or binder review showing students’ work over the quarter, and the Advanced Certificates could be presented at completion as well. There will be an exit questionnaire or survey and a class evaluation to complete.

Table of Contents

General Information

1. “Kentucky TABE/ Compass” *
2. Compass/ TABE Concordance Analysis Report” from ACT, (2/23/06) *
3. “Owens Community College Compass Cutoff Scores with ABLE” *
4. “Unofficial Outline of Approximate Crosswalk between Scores” gathered by Joyce Winters, NWRC *

Orientation

Plan:

- OPAS requirements including ice breaker – 15 minutes
- Class overview and expectations – 15 minutes
- “Discovery Wheel” from *Becoming a Master Student* – 30 minutes
 - Break
- Guest speaker (college student) -- 15 minutes
- Students assemble their 3-ring binders with tabs including the following: - 30 minutes
 - English syllabus
 - Math syllabus
 - Term calendar
 - College information:
 - “College Lingo”*, Major Differences between High School and College *, Academic Word List *, *Becoming a Master Student* information sheet *
 - Access to college:
 - ACT: Ohio Colleges & Universities *, TRiO list of colleges *, FASFA information *, Finding Scholarships *, Finding Money On-Line *, OBR College Access Information Hotline * and State Grant and Scholarship Programs *
 - Compass sample questions from www.act.org *
 - Microsoft Digital Literacy information

Completion

- Post-TABE
- GED (if necessary)
- Notebook review
- Advanced Stackable Certificate
- Compass test
- Go Prepared class exit evaluation *

* included in notebook

Entrance and Completion Web Resources

- [Ohio Board of Regents](http://regents.ohio.gov/)
<http://regents.ohio.gov/>
Ohio Grants, Scholarships, Campuses
- [Postsecondary Education](http://www.postsecondary.org/)
<http://www.postsecondary.org/>
Great web site for statistical information on postsecondary issues. Free downloads of 8 1/2 x 11 posters in full color for your classrooms.
- [ACT/Compass](http://www.act.org/compass/sample/)
<http://www.act.org/compass/sample/>
These sample items illustrate the types of questions students will encounter in the COMPASS® placement measures.

- Test Prep Review
http://www.testprepreview.com/compass_practice.htm
Your source for free online practice tests.
- Student Success Tips
<http://www.montgomerycollege.edu/>
If it is possible to have every study skill on one Web site, this is it from Montgomery College in Maryland. Pulling from the best of other college Web sites, it includes time management, study skills, test-taking, memory development, learning styles, and more.
- College is Possible for Adults
http://www.acenet.edu/bookstore/pdf/2003_cip_3fold.pdf
This is developed in conjunction with the American Council on Education is geared towards adult learners who want to go to college. It walks the student through each step necessary to prepare such as choosing the right program, getting credit for prior learning, and the myths and realities about going to college.
- Adult Student.com
<http://www.adultstudent.com/>
Adult Student.com is an incredibly helpful web site for students and practitioners. The student side contains links to support services, useful web sites, and tools to improve study skills and to develop goals. The practitioner side contains links to articles to better understand adult learning and research.

MARKETING RATIONALE

The course name of Go Prepared was chosen by the marketing group. This name shows exactly what will be accomplished in the transition to college class. We want ABLE students to move forward to the next level of education as prepared students who are able to not only enter college but also succeed during that first year. They will be prepared in higher-level Math, English, and in the Technology skills needed to be placed in credit bearing classes.

We feel it is important to have a name to use in the form of a logo that will be advertised region wide. Soon agencies, counselors, ABLE providers, and the public in general will recognize the logo and know just what it stands for: an ABLE class offered at no cost to the adult student to prepare them for entrance and success in college.

In developing the advertising posters and handouts/flyers, we want something that uses colors that attract attention. We also want to list the benefits to the students if they register for the class. We know that our advertising will have to be something that a younger group of people will relate to and take interest in reading. We did not want to use the word "free" since people tend to think you get what you pay for. It will cost them their time and effort. At the same time, we want them to know they will use "our money" before using their own. They can do remedial work with us instead of in tuition based remedial classes at college. Emphasizing the skills they will obtain in class in Math, English, and Technology is also important.

We decided to use a cell phone with a text message since younger people are familiar with texting. The message would be: From: "Your future" and the message itself would be "Go Prepared" using the logo. The call back number would be the individual number of the ABLE program distributing the advertising. The handout/flyer would be in the shape of a cell phone with the text message on the outside and program information on the inside. This would be similar to the GED calculator handout that is the same size and shape as the calculator itself.

At first we considered 11 x 17 posters but were advised that the larger posters are often rejected for posting by those offering wall space. The posters will be 8 x 11 1/2 using a leading question (similar to got milk?) such as considering college? or Thinking of College? Then the next line will be Go Prepared written in logo form. Colors and layout will be consistent with the cell phone handout so that people start to recognize the advertising and the program.

A marketing student at Ohio State, Katlyn Kugler, volunteered to help draw and design the logo and has also volunteered to help construct a future web site. Since she has a younger perspective, has researched colleges to attend, and is now enrolled, we felt that she would have an outlook that our generation would not have.

If money is available, we want to develop and maintain a web site. We have already purchased for one year the domain names for igoprepared.com, .net, .info and .org. We could not purchase goprepared.com since it is being used, nor any .edu site since we do not offer a postsecondary degree.

We also considered who we want to target and where could we place our advertising to reach them. We looked first at our partners and supporters listed in the grant. These are: One-Stop Centers; Ohio Department of Job and Family Services; Workforce Investment Boards; high schools; libraries; Ohio Literacy Network; Central Ohio Literacy Coalitions; County

Commissioners; University System of Ohio members that include Ohio Skills Bank EDR1, adult career centers, community colleges and regional campuses; and TRiO. We also will place posters and flyers at GED testing centers, individual ABLE programs, job fairs, college fairs, bus placards, temporary employment agencies, community centers, churches, Employment News, and with our individual ABLE partners and supporters.

If additional money is available in FY2010, we would like to be able to distribute posters and flyers and also be able to refill supplies when needed.

ENGLISH RATIONALE

In college level courses, English encompasses both Reading and Writing. Students usually read articles or stories and then respond to the reading in an essay or paper. Grammar is not usually taught outside of editing and revisions. However, grammar skills are important in order to place into credited English classes on college entrance exams. Students need to know how to think critically and respond correctly to the writing prompt. This is much more than the traditional five-paragraph essay that we are used to teaching in ABLE.

Reading and Writing skills are the foundation for doing well in all college classes. Students need to know the different kinds of writing such as narrative, descriptive, persuasion, cause/effect, and compare/contrast. Students need to be able to apply writing skills to everything from a short answer to a research paper.

The readings they respond to are longer than the normal ABLE readings. Students need reading skills to assist them in the extensive reading of complex materials required by higher education. Direct instruction in reading strategies improves reading comprehension. Instead of underlining and rereading, skills to build comprehension such as skimming, summarizing, paraphrasing, relating the reading to a personal experience and using graphic organizers need to be stressed. Critical reading needs to be stressed using Bloom's Taxonomy. Evaluate, compare, choose, and justify are words that show higher-level critical reading.

A good resource for teaching reading comprehension is *Becoming a Master Student*, (12th Edition, Chapter 4, page 122). Also see the National College Transition Network's Research to Practice Brief, *Strategies for Increasing Reading Comprehension in College Transition Students*. College Bound Reading List and Great Books Recommended for College-Bound Readers are good places to start. Reading a book together as a class is an option.

After reading a passage, students need to be able to pull out points to write about and often have difficulty inferring conceptual meaning while reading, relating to what they have read, and evaluating. They need to plan for time to think about what they will write as well as time for the writing itself. We need to offer exposure to strategies for organizing ideas and practice with longer and more complex writing assignments to make students more efficient. This will help students discover the method that works best for them. The Graphic Organizer website provides free downloadable examples.

Students need to be skilled in computer usage. To make sure our students are prepared, it is our recommendation that this is to be taught before class through Microsoft Digital Literacy and fully integrated in the Go Prepared class. Students need to learn how to do internet research when writing their papers. They must become familiar both library and internet resources. (*Becoming a Master Student*, 12th edition, page 135). College papers need to be typed in Word or similar software (Open Source is compatible) and submitted electronically via e-mail or on an internet classroom such as Blackboard or Nicenet.

English Curriculum

Writing

- Argumentative essay (long term assignment)
- Descriptive essay

- Reflective essay
- Compare/Contrast essay
- Narrative essay
- Plagiarism
- Citations-MLA, APA

Reading

- Class book
- Muscle Reading/three-phase technique (before, during, after reading)
- Reading with a Dictionary
- Using a Library
- Note taking
- Inference/Assumptions
- Critical Reading
- Logic errors
- Reading faster
- Poetry

Grammar

- Subjects and predicates
- Verb usage/tense
- Prepositional phrases
- Adjective and adverb usage, misplaced modifiers
- Sentence Structure
- Combining Sentences
- Punctuation (colons and semi-colons, apostrophes, hyphens, dashes, parentheses, ellipsis)
- Commas
- Pronoun agreement and usage
- Parallel structure

English Syllabus

Week 1

Writing: Students will have two assignments this week. They will be given the long term assignment "Arguing with Aristotle" (included). This will be due at the end of the 10 weeks. The long term assignment is typical in college English classes and teaches time management. Sections of the assignment will be due periodically during the 10 weeks to help keep students on track.

The shorter term assignment is to write a narrative essay. Students can go to the <http://go.hrw.com/eolang/modbank> web site to see examples of a narrative.

Grammar: Subject verb agreement and verb tense with exercises from GED level texts, online resources, or 12th grade English textbook from your school district. Assign homework through Nicenet or with take-home packets.

Reading: Read “Arguing with Aristotle”. In *Becoming a Master Student*, cover the section on Plagiarism (page 258) and introduce the web site used by colleges to check for originality: http://turnitin.com/resources/documentation/turnitin/sales/Questions_Students_Ask_About_Turnitin.pdf. Students should also know how professors can check their work by Googling phrases from their papers.

Tell students about the class book reading (instructor can choose one book from 101 Great Books) assignment. The reading in *Becoming a Master Student* will be applied to the whole class book reading throughout the 10 weeks.

Week 2

Writing: Post the narrative essays for peer review and critique using Nicenet or similar technology platform. Each student should critique two of the other student’s work and put their comments on Nicenet.

Handout of “No Excuse Errors”.

Long term assignment: Students will select a controversial topic for their writing and have a thesis statement ready for their chosen topic. (see Purdue Owl web site on creating a thesis statement)

Grammar: Sentence Structure (Purdue Owl Web site <http://owl.english.purdue.edu/> and <http://grammar.ccc.commnet.edu/grammar/> are good resources or use textbooks) Post any homework on Nicenet.

Reading: *Becoming a Master Student* –Muscle Reading pages 122-124. Assign students part of the book you are reading as a class, possibly one chapter to start.

Week 3

Writing: Assign students to write a descriptive essay. Read “To Build a Fire” by Jack London (www.classicshorts.com) as an example (has elements of description and narrative) or use the <http://go.hrw.com/eolang/modbank/> web site to see examples (Description of a Place). Writing prompt could be “On a cool, autumn evening, suddenly I smelled the smoke.”

Organized Writing (one source is Chapter 5 of GED Connections on pages 53-72, another is Chapter 2 of Steck-Vaughn GED Essay book, or Chapter 4 of Contemporary’s GED Writing Book.)

Long Term Assignment: Draft of first paragraph (ethos) from Arguing with Aristotle. Students will hand in a paper copy for the teacher to use for comments.

Grammar: Adjectives and adverbs, misplaced modifiers through text books or online resources (<http://grammar.ccc.commnet.edu/grammar/> would be a good resource and includes PowerPoint presentations). Assign any homework on Nicenet.

Reading: *Becoming a Master Student*. Muscle Reading pages 125-129 and apply this to first chapter of the book you are reading as a class. Assign the next section of the book you are reading as a class for next week (possibly the second chapter).

Week 4

Writing: Post, review and revise the descriptive essay from Week 3 as you did in Week 2.

Long Term Assignment: Edited version of ethos paragraph due. Assign draft on pathos paragraph.

Voice and Personal Style (one source is GED Connections Program 6—dvd or stream online and pages 73-92 in GED Connections Writing book).

Grammar: Pronouns

Reading: *Becoming a Master Student*: Read with a Dictionary on pages 134 (have 3x5 cards available for students to use) and Using the Library on pages 135-136. Assign the next section of the book you're reading as a class (possibly the third chapter) and have students put unknown vocabulary words on 3x5 cards.

Week 5

Writing: Write a compare/contrast essay using <http://go.hrw.com/eolang/modbank/> to read "Different Visions", Model 2. Choose a topic from Good Essay Topics web site such as Living in the City or the Country—Which is Best?

Long Term Assignment: Draft of pathos paragraph is due.

Grammar: Combining sentences including punctuation (a good source is pages 93-132 of GED Connections— DVD of Program 7, other textbooks or web sites).

Reading: *Becoming a Master Student*: Note Taking on pages 153-159. Complete a Mind Map of the next chapter in the book you are reading as a class and bring to class next week for discussion.

Week 6

Writing: Post compare/contrast essay for review and critique as in Week 2.

Long Term Assignment: Edited version of pathos paragraph due. Assign the rough draft of the logos paragraph.

Citations- Introduce MLA, APA (Purdue Owl web site) and the EasyBib web site

Grammar: Punctuation review using GED textbooks or online resources. Post any homework on Nicenet.

Reading: *Becoming a Master Student*: Note Taking p. 153-159 continued. Have the class discuss the Mind Map they created on the chapter from last week's reading assignment. Use the Graphic Organizer web site to show other ways to mapping ideas while reading. (<http://www.enchantedlearning.com/graphicorganizers/>)
Assign next chapter in class book.

Week 7

Writing: Reflective essay. See an example on the <http://go.hrw.com/eolang/modbank/> web site. Students can choose to write about themselves (How would your friends characterize you? Look at yourself from the outside) or about someone else (choose a prominent living or deceased person that you would like to interview and explain why).

Long Term Assignment: Rough draft of logos paragraph is due.

Grammar: Pronoun agreement and usage.

Reading: *Becoming a Master Student*, Critical Thinking, pages 205-210 and Twelve Common Mistakes in Logic, pages 216-217.

See if last chapter read in class book has any logic errors. Assign next chapter.

Week 8

Writing: Post reflective essays for review and critique as in Week 2.

Long Term Assignment: Edited version of logos paragraph is due---be sure to apply what you learned in 12 Common Mistakes in Logic.

Grammar: Parallel structure

Reading: Inference (http://www.criticalreading.com/inference_reading.htm)

Students can play the game of emptying their pockets, book bags, or purses and see what other classmates can infer about them from the contents.

Week 9

Writing: Essay written in class about the advantages of attending college.

Long Term Assignment: Turn in combined version of Arguing with Aristotle Assignment for teacher review and comments.

Grammar: Prepositional phrases

Reading: Assign next chapter in class book. Class discussion on predicting the end of the book. Students will be interested enough in the book to finish on their own and be on their way to reading 101 College Bound Books.

Week 10

Writing: Take progress test of TABE, Level D, Language.

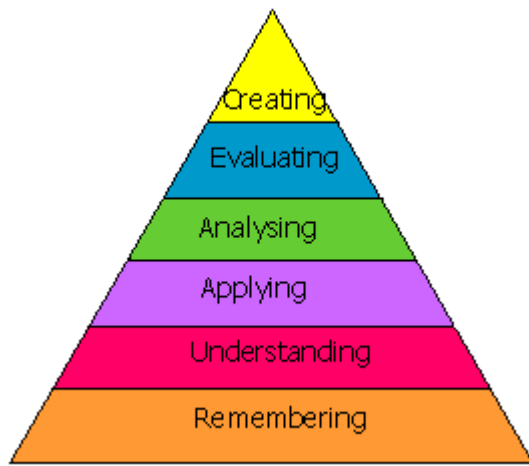
Long Term Assignment: Turn in final edited version of Arguing with Aristotle assignment.

Grammar: Work on online test sample questions at <http://www.act.org/compass/sample/> or http://www.testprepreview.com/compass_practice.htm in preparation for taking the Compass test.

Reading: Improving reading for large volume of college reading.
<http://www.floridatechnet.org/gedplus/2006institute/GEDPLUSCurriculumGuide06.pdf> Go to page 59 for Increased Reading Rate and Fluency.

Additional Time

Add a section on Poetry. Include poetry vocabulary and terminology. Poems could focus on place or person from the <http://poets.org> web site.

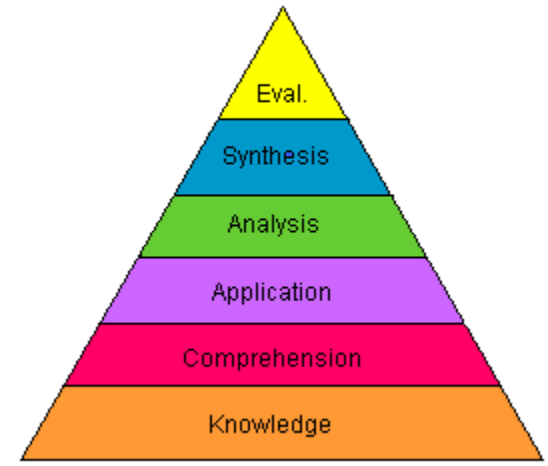


NEW Version

Bloom's Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologist, lead by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. The graphic is a representation of the NEW verbiage associated with the long familiar Bloom's Taxonomy. Note the change from Nouns to Verbs to describe the different levels of the taxonomy.

Note that the top two levels are essentially exchanged from the Old to the New version.



Old Version

Remembering: can the student recall or remember the information?

define, duplicate, list, memorize, recall, repeat, reproduce state

Understanding: can the student explain ideas or concepts?

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase

Applying: can the student use the information in a new way?

choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.

Analysing: can the student distinguish between the different parts?

appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.

Evaluating: can the student justify a stand or decision?

appraise, argue, defend, judge, select, support, value, evaluate

Creating: can the student create new product or point of view?

assemble, construct, create, design, develop, formulate, write.

Arguing with Aristotle

The other night, we received this rather unexpected e-mail from our 14 year old son, reprinted here with his permission:

Subject: Sorry to send this to you in an e-mail...

I know re-registration for school is coming up, and I'm also aware how happy both you and Mommy are with me being there. The thing is, I have such amazing friends at the local public high school that (even though I may not show it all the time), I miss them so incredibly much, and I think about them every day wishing we had never split up. With such a perfect opportunity to continue our friendships together, it seems SO STUPID to me that we're at different schools, when we could have all stayed together.

Every day that I'm sitting in class and I go off into a daydream, I think of all the fun we could be having together, all the times we're missing, just so that I can be at a private school with a good reputation. The truth is, the local public high school offers just as good Honors classes, it just has a worse reputation because of some of the kids that go there. Sure I've made new friends here, but I've been hanging out with them every day when I could be hanging out with my best friends every single day.

I know you probably won't believe me on this, but I decided to go here on a sort of an impulse, and because of the excitement of getting accepted in to such a well-spoken of school. I've been regretting that decision just about every day since the first day of school. I sort of feel like my friends' and my relationships are splitting apart, just because of differences between schedules.

Also, don't think that sending me to a private school is going to keep me out of drugs. I mean let's be serious: high schools will have ample amounts of drugs no matter where I go, and I'm tired of all the racism, popularity contests, and disputes over who has more money. I've met at least twenty freshmen that lost their virginity in middle school, and apparently where I go to school it's cool to do drugs, put down others for not doing so, and so on and so forth. I've already found out that there's no such thing as a perfect school, and whether it be a private or public school is just based on which families have more money.

Now, don't think I believe that none of this won't happen anywhere else, because I'm not stupid. It just seems crazy for me not to go to a school with people I've known for so long, because these last four years are my last ones before we all split up for good.

I know there are grammatical errors in here, it might not flow very well, and I probably jumped around quite a lot, but I just want to say that this came from the heart, and I

mean everything I said. Please just talk to each other about this. Sorry that I sent it in an e-mail rather than in person, but I just thought I could say what I wanted on here without being interrupted.

Besides causing both his mother and me to burst into tears while reading it, it also impressed us because it was such a wonderful (if completely unconscious) example of Aristotle's three rules for persuasive argument in action – ethos, pathos, and logos.

Let's take a quick look at each one of these in turn:

1. Ethos

"What you are shouting so loudly in my ears that I cannot hear what you say." -Ralph Waldo Emerson

"Ethos" is the Greek word for character, and it is used in rhetorical argument as a way of **establishing the credibility of the speaker**. Ethos can be assumed through reputation, revealed through an honest and open revelation of biases and weaknesses, and/or borrowed via quotation.

If our persuasive efforts were limited to appeals to our character, even the best amongst us would often be dismissed as "well-meaning but misguided". This is why it is important that our persuasive arguments also include...

2. Pathos

*"To make a happy fire-side clime
To weans and wife.
That's the true pathos and sublime
Of human life."* -Robert Burns

"Pathos" comes from the Greek words for both "suffering" and "experience", and is in one sense a **purely emotional appeal**. However, it is also an appeal to the imagination of the listener, urging them to think themselves into the speaker's shoes and in so doing, empathize with their situation in a way that will move them to decide or act in alignment with the speaker's wishes. "If you could see it the way I see it", pathos tells us, "you would want what I want."

Yet powerful as an appeal to pathos may be, particularly when backed by a strong ethos, it will still break down if there is not at least some acknowledgement of...

3. Logos

*“He that cannot reason is a fool.
He that will not is a bigot.
He that dare not is a slave.” -Andrew Carnegie*

Logos comes from the Greek word for “word”, and is what most of us think of as the primary tool for persuasion – **using reason and logic to create agreement**. If ethos is an appeal to character and pathos an appeal to emotion, logos is primarily an appeal to reason. Yet as anyone with husband, wife, parent, child, boss or employee will tell you, people are consistently and at times frustratingly un-reasonable in their decisions and actions.

Just for fun, let’s take another look at my son’s e-mail with our three keys to persuasive argument marked out in different colors – blue for ethos, red for pathos, and black for logos...

I know re-registration for school is coming up, and I’m also aware how happy both you and Mommy are with me being there.(ETHOS) The thing is, I have such amazing friends at the local public high school that (even though I may not show it all the time), I miss them so incredibly much, and I think about them every day wishing we had never split up. With such a perfect opportunity to continue our friendships together, it seems SO STUPID to me that we’re at different schools, when we could have all stayed together.(PATHOS)

Every day that I’m sitting in class and I go off into a daydream, I think of all the fun we could be having together, all the times we’re missing, just so that I can be at a private school with a good reputation. (PATHOS) The truth is, the local public high school offers just as good Honors classes, it just has a worse reputation because of some of the kids that go there. (LOGOS) Sure I’ve made new friends here, but I’ve been hanging out with them every day when I could be hanging out with my best friends every single day. (PATHOS)

I know you probably won’t believe me on this, but I decided to go here on a sort of an impulse, and because of the excitement of getting accepted in to such a well-spoken of school.(ETHOS) I’ve been regretting that decision just about every day since the first day of school. I sort of feel like my friends’ and my relationships are splitting apart, just because of differences between schedules.(PATHOS)

Also, don’t think that sending me to a private school is going to keep me out of drugs. I mean let’s be serious: high schools will have ample amounts of drugs no matter where I go, (LOGOS) and I’m tired of all the racism, popularity contests, and disputes over who

has more money. I've met at least twenty freshmen that lost their virginity in middle school, and apparently where I go to school it's cool to do drugs, put down others for not doing so, and so on and so forth. (PATHOS) I've already found out that there's no such thing as a perfect school, and whether it be a private or public school is just based on which families have more money.(ETHOS, LOGOS, AND PATHOS – A PERSUASIVE TRIPLE HEADER!)

Now, don't think I believe that none of this won't happen anywhere else, because I'm not stupid.(ETHOS) It just seems crazy for me not to go to a school with people I've known for so long, because these last four years are my last ones before we all split up for good. (LOGOS)

I know there are grammatical errors in here, it might not flow very well, and I probably jumped around quite a lot, but I just want to say that this came from the heart, and I mean everything I said. Please just talk to each other about this. Sorry that I sent it in an e-mail rather than in person, but I just thought I could say what I wanted on here without being interrupted.(ETHOS AND JUST A TOUCH OF GENTLE PATHOS...)

As with any good persuasive argument, his relatively balanced use of ethos, pathos and logos throughout allowed him to get his point across in a way that whether or not we ultimately went along with his conclusions, we could not dismiss what he had to say as either ignorant (because he clearly establishes his character throughout), unempathetic (because of his acknowledgement of both his and our likely emotional hot buttons), or illogical (because of the clarity of his reasoning and internal consistency of the logic of his argument).

Of course, the final metric of any good persuasive argument is in the result – does your argument result in the specific decision or course of action you desire? And as I know some of you will be wondering, Nina and I did speak about our son's request at great length. Having gained agreement about the level of academic performance and ethical behavior he is committed to maintaining while there, we have decided to support him in transferring to the school of his choosing beginning in September. (And he may be the only student there sporting an "Aristotle Rules!" t-shirt on the first day of classes...)

Class assignment:

Crafting compelling, persuasive arguments is a skill, and as with any skill it gets easier and easier with practice. Here are two fun ways to develop your persuasive power:

1. Choose a situation you would like to be able to persuade someone to make a specific decision or embark on a specific course of action.

First, write three separate persuasive arguments – one a pure appeal to ethos (establishing your character), one to pathos (connecting with their imagination and emotion), and one to logos (a straight appeal to logic and reason.)

Now put the three together into one, combining the best of each to create a compelling, multi-faceted appeal.

2. The next time you hear a compelling speech or read a compelling, persuasive article, go back through it with a pen or colored highlighter and mark out the appeals to character, emotion and reason.

From: <http://geniuscatalyst.com/geniusblog/2009/02/mnct-648-arguing-with-aristotle/>

MATH RATIONALE

What does an entering college freshman need to know to successfully complete his or her first college level math class? This is a complex question which the math curriculum committee for Economic Region 1 is attempting to answer with this math presentation.

Although we looked at the Ohio Regents' College Readiness Expectations and DEV ED curriculum at Ohio State University, a political reality shaped our thinking. Starting in school year 2009-2010, the Ohio Core, a rigorous new K-12 curriculum, will become the standard in Ohio public schools. Part of the legislation will require Ohio's 4- year state colleges starting in 2014 to accept only incoming freshman students who have completed the Ohio Core. This means that our GED students will need to start their college careers at community colleges in Ohio and then transfer to get into 4 year colleges. With this in mind, our committee decided to focus on what math skills community colleges in our area were using in their DEV ED classes. We looked at DEV ED math curriculum at COTC and Columbus State Community College (along with several other community colleges outside our economic region) and decided that since Columbus State had the largest enrollment, we would focus on the skills and COMPASS cut-off scores of this institution.

Members of the committee focused on the skills of the highest level DEV ED class offered by Columbus State and were able to help validate their thinking by taking a practice math COMPASS test. In order to get into the first college credit bearing course at Columbus State, students must score at least a 55 on the pre-algebra COMPASS which according to the University of Kentucky Concordance of COMPASS with TABE means a 12.0 grade level score on the A level of the TABE.

With this information, the committee is recommending a math syllabus with direct instruction that covers the following: review of fractions, decimals, percents, ratios and proportions, measurement, data analysis, pre-algebra skills (order of operations, integers, exponents and scientific notation, roots), algebra skills (combining like terms, substitution, monomials and polynomials, linear equations including graphing on the coordinate plane, inequalities and working with slopes, intercepts, translations, reflections and rotations in the coordinate plane) and basic geometry skills (angles, lines, triangles, similarity and use of proportion in geometry). Because of the number of skills, the committee is recommending at least a 15 week course meeting 2 times a week for a period of 3 hours. This is just a recommendation and individual programs will need to modify these suggestions to fit their own needs.

Math Curriculum

Number Sense

- Fractions review with emphasis on problem solving
- Decimals review with emphasis on converting fraction into decimals and problem solving
- Integers including adding, subtracting, multiplying, and dividing
- Order of operations
- Ratios, proportions, and percents
- Exponents and roots including radicals, scientific notations, positive and negative exponents

Geometry/ Measurement

- Basic theorems about lines, triangles, similar triangles, circles, Pythagorean Theorem
- Conversion within and between measurement systems in contextual problems
- Concept of rounding to appropriate place values
- Perimeter, area and volume in irregular figures
- Translations, reflections, and rotations in the coordinate plane
- Graphing of simple curves and conic sections *
- Right triangle trigonometry in contextual problems*

Algebra/Patterns

- Polynomials
- Algebra substitutions and combining expressions
- Solving 1-step equations
- Solving 2-step and multiple step equations
- Solving Inequalities
- Coordinate graphing including graphing points, equations, and finding slope
- Introduction to functions*

Data Analysis/Probability

- Calculation of measures of central tendency (mean, median, and mode)*
- Determination of the number of possible outcomes for a situation for permutations and combinations*
- Probability in real world problem situations*

Process

- Integration of work problems and strategies with the previous skills including
 - Word problems dealing with equations
 - Word problems dealing with functions

* items that could be addressed in the class if there is sufficient time.

Math Syllabus

Week 1	Review fractions, decimals
Week 2	Ratios, proportions and percents, measurements
Week 3	Measurement of irregular figures including circles, order of operations
Week 4	Integers (all operations), exponents and roots
Week 5	Scientific notation, measures of central tendency
Week 6	Probability, review of pre-algebra including word problems
Week 7	Substitution and combining like terms
Week 8	Working with monomials and polynomials, beginning factoring

Week 9	1-step, 2-step and multi-step equations
Week 10	Inequalities including graphing, Word problems and set-ups with equations and inequalities
Week 11	Intro to functions and solving for two variables, Coordinate graphing including points and equations
Week 12	Slopes, intercepts, y-form of equations, translations, reflections and rotations in coordinate plane
Week 13	Basic geometry including angles, lines, triangles, similarity and use of proportion in geometry
Week 14	Pythagorean Theorem, Review and practice test taking
Week 15	TABE testing, COMPASS testing and any other evaluation

TECHNOLOGY RATIONALE

Basic Internet Hints and Searching Tips

Attachment - a file sent "attached" to an e-mail message. May be a picture, text file, audio, video, or executable program. Multiple files may be "stuffed" or "zipped" in order to save space and protect the data from corruption. *Make sure you check each attachment for viruses with virus detection software.*

Browser - software program used to view Web pages, also may include e-mail and ftp functionality.

Chat - real-time discussions held using your keyboard, either at a web site or using stand-alone software.

Directory - a searchable internet site which categorizes web sites and lists links, often with a review. About.com is an example of a directory. Often directories will have search engine abilities as well.

Also, a directory is part of the filing structure used by computers to organize files. *Example:* this file, with its web address of: <http://www.adultstudent.com/other/help/internetglossary.html> has a filename of "internetglossary.html" and is housed on the "adultstudent.com" server, found inside the directory "help", and inside the directory named "other." Another name for a directory such as "other" and "help," which are housed inside the main directory of adultstudent, is subdirectory.

Domain - in an internet address, the part of the naming convention that consists of a sequence of characters separated by dots. The five most common types of domains are: ".com" for company or commercial entity, ".org" for non-profit organization, ".gov" for government agency, ".net" for a network, and ".edu" for educational institution. An internet site's full domain name would be "sitename.com" or "sitename.org" for example. Two sites with such similar names are registered as two separate sites and may or may not be operated by the same company.

E-mail - electronic mail sent over the internet or online service through a stand alone software program or integrated browser.

FTP (File Transfer Protocol): The series of rules that govern "uploading" and "downloading" files from a server. These files can not usually be viewed by the browser software, but will be saved to your hard drive to open or translate later. Current browsers integrate FTP into their software, or you may use a stand alone program.

HTML (Hypertext Markup Language) - the predominant programming language used to write web pages. Used as an extension, or suffix, for pages written in html.

Internet: global network of computers which allows people to share information via phone and digital data lines.

IP number - "Internet Protocol" number. This set of four digits separated by periods (such as 208.76.80.199) is the base system for creating internet addresses. Most of the time web surfers will never see these numbers as they are "resolved" by online servers known as Domain Name Servers. If you get a "DNS server error" or some such and you know the IP number, you can

circumvent the need for the Domain Name Server and go directly to the website. An IP number may or may not correlate directly to a specific computer, as some are assigned to one domain (static IP) and some are generated on the fly from a block of numbers as the need exists (dynamic IP). Large hosting companies may house hundreds of websites on one server all having the same IP number.

Link (also known as hyperlink - the text or picture you click on to jump from one page or site to another.

Newsgroups - (also previously known as USENET) the internet's equivalent to the community bulletin board. [Google.com](http://www.google.com) oversees a web interface for searching, reading, and posting to newsgroups. Choose a category then select discussions. You can also use stand alone newsgroup reader software.

Page - one file as viewed through a browser window.

PDF - "portable document format" which is a file type that is readable on multiple-platforms (Windows AND Mac, Linux, Unix, etc.) with a free downloadable program called Adobe Acrobat Reader available from [Adobe Systems](http://www.adobe.com).

Portal - a site that acts as an "entryway" to or gatherer of information on a specific subject. They generally include many links to other like sites.

Search Engine - a site on the Web which lets you search the internet using keywords or phrases.

Server - a computer with full-time access to the internet which is used to store files and web sites and "serve" them up as needed when accessed via a URL. The server portion of a URL is the "www.servername.com." The server can be either a real computer, or space rented on a hosting computer. This situation, where a domain name resides on someone else's server is called a "virtual domain."

Subdomain - first part of the internet naming construction which often describes the function of a site, or is used for organization. Common subdomains are: "www" for World Wide Web; "ftp" for file transfer protocol, "mail" for a mail server; etc. For example, www.adultstudent.com is a web site, while ftp.adultstudent.com would be an area for housing files available for download. See [domain](#). Larger sites often will divide activities into subdomains, such as "froogle.google.com" "catalogs.google.com" or "local.google.com."

URL or Web Address - the uniform resource locator, or web address is the location of a specific web site. Most often beginning with "http://www."

Virtual domain - a domain name hosted by a computer already having its own domain name. Example: www.AdultStudent.com is the virtual domain for the set of files located at <http://208.76.80.199/~adultstc/> the direct IP number for our host company's server. The files are the exact same ones accessed either way. Total Choice Hosting is the hosting server, AdultStudent.com is one of many virtual domains hosted by the server.

Virus - a program that can attack a personal computer in a variety of usually destructive ways. Viruses are spread by opening infected disks or files. Purchase anti-virus software and run it

regularly. Also, do not open e-mail messages from someone you don't recognize. If you aren't sure who someone is, send a message asking the sender to identify themselves.

Web site - a collection of pages (or files) from one entity that are linked together.

World Wide Web (www, Web- multi-media interlinked function of the internet. Text, pictures, sound and video can be transmitted via the World Wide Web.



Source: <http://www.adultstudent.com/other/help/internetglossary.html>

Bridge Program Computer Skills Self-Inventory

<http://www.teacherpat.com/pages/computerself-inventory.pdf> is an example of an assessment that can be given to students at the beginning of the course to determine which computer skills they already possess and which skills they need to further development before attending a postsecondary institution or can be given in chunks as a diagnostic for each computer skill set. The computer self-inventory is also included in this guide.

Bridge Program Computer Skills Self-Inventory

Name _____

Date _____

This inventory is a lengthy but non-comprehensive list of beginning, intermediate and advanced computer skills a typical college graduate would have. [For a computer major, the list would be far more extensive.] It is meant to assist you in planning out how to improve your own skills over the coming years, **not** to scare you.

To use this inventory, check the items that are true for you today. Then plan how to learn skills you're missing by asking teachers or friends for help, by working from self-paced manuals, or by taking courses.

Part 1 – General Computer Background

- I have a computer at home.
- I have a PDA.
- I have a digital camera.
- I know how to burn CDs.
- I use a computer almost every day at work.
- I have taken at least one computer class (CLC or elsewhere).
- I have my own e-mail address.

If yes, please print it here:

- I use the Internet to look for information.
- I play video games.
- I use Windows.
- I use Word.
- I use Excel.
- I use Access.
- I use PowerPoint.
- I use Publisher.
- I code in at least one programming language.
- I have my own Website.

If yes, please print the URL here:

I have a print and electronic portfolio of samples of my best computer work.

General Computer Background Skills Total: _____ of 18

Part II - Hardware

I can identify and name the function of the following: CPU, monitor, keyboard, mouse, printer, scanner, floppy diskette, floppy disk drive, CD-ROM, CD-ROM drive, surge protector.

I can sort the above list into the categories of memory, storage, input, output, and miscellaneous.

I know RAM from ROM.

I can translate from one to another unit of memory (bytes, kilobytes, megabytes, gigabytes).

I have seen the insides of a computer.

If you give me a computer and peripherals in boxes, I can put it together and get it running.

Hardware Skills Total: _____ of 6

Part III – Basic Operations/Operating System

I know how to turn the computer and monitor on using power switches.

I know how to turn the computer off from the Start menu.

I can type at average speed.

I know what the Enter, Tab, Shift, Escape, Control, Alt, Caps Lock, Backspace, Delete, and arrow keys on my keyboard are used for.

I know how to use my mouse for the point and click, double click, right click, and click & drag moves.

I can navigate the Start menu to find the programs I want.

I recognize common Desktop icons like My Computer and browsers like Netscape and Internet Explorer.

I can delete files by dragging their icons to the trash bin on the Desktop.

I can use My Computer to open and read files on diskette and to move files between the A: and C: drives.

I can resize dialog boxes so I can see the Desktop underneath.

I can find out how big my files are by right clicking and looking under properties.

- I can use Windows system tools like Backup, Disk Cleanup and Disk Defragmenter.
- I know how to use Norton or other virus protection software.
- I can install and uninstall new software.
- I can download software from the Internet.
- I back up all files on diskette or Zip disk.
- I have a system for naming files and folders so I can find old work easily.

Basic Operations/Operating System Skills Total: _____ of 17

Part IV – Word

- I can open Word from the desktop icon or the Start menu.
- I can use scroll bars to move within my document.
- I can open an existing document with <Ctrl>-O, the Open file icon, or File-Open.
- I can create a new document with <Ctrl>-N, the New file icon, or File-New.
- I can change the magnification of what shows on my screen.
- I can type my paper, letter, or memo, using Tab to indent the start of a new paragraph.
- I can save a document to diskette with <Ctrl>-S, the Save icon, or File-Save.
- I can close my file and/or Word by clicking on the appropriate X in the upper right corner of my screen.
- I can switch between multiple documents.
- I can use Print Preview.
- I can change paper size, margins, and landscape v. portrait orientation with File-Page Setup.
- I can print a document with <Ctrl>-P, the Print icon, or File-Print.
- I can insert and delete text.
- I can move text to a new location with <Ctrl>-X and <Ctrl>-V or the Cut and Paste icons.
- I can click and drag my mouse to highlight text so I can move or change it.
- I know how to Undo changes.
- I use the Spelling and Grammar Checker. I understand that the spell checker will not catch certain errors like incorrect homonyms, and that it will mark certain proper nouns and other words as incorrect because its dictionary doesn't include those words. I know that the grammar checker is not infallible.
- I can make text bold with <Ctrl>-B or the Bold icon.
- I can make text italic with <Ctrl>-I or the Italics icon.

- I can underline text with <Ctrl>-U or the Underline icon.
- I can change font style, size, and color from the Formatting Toolbar or F~~o~~rmat-F~~o~~nt.
- I can align my text to be left-, center-, right-, or left and right justified with the icons on the Formatting Toolbar.
- I can insert symbols as needed with I~~n~~sert-S~~y~~mbol.
- I can use the Drawing Toolbar to create simple graphics.
- I can make a table.
- I can insert graphics.
- I can make a multi-column layout.
- I can make bulleted or numbered lists.
- I can insert footnotes.
- I can use Mail Merge to create form letters, mailing labels, and catalogs of data.

Word Skills Total: _____ of 30

Part V – Excel

- I know that many commands in Excel are the same as they are in Word.
- I know what columns, rows, and cells are. I know how to specify a cell address by column and row.
- I know what a cell range is.
- I can enter data into an already existing spreadsheet.
- I can create a simple spreadsheet.
- I can resize columns and rows.
- I can use formulas and functions incorporating cell address in order to calculate answers to math problems about my data (finding sums, averages, and the like).
- I can make graphs from my data using the Chart Wizard.
- I can export my graph to a Word document.

Excel Skills Total: _____ of 9

Part VI – Access

- I know that many commands in Access are the same as they are in Word.

- I know the basic objects in a database (tables, queries, forms, reports, macros, and modules) and what each one does.
- I know that columns of data are called fields and rows of related data are called records.
- I use tables and queries regularly; forms and reports occasionally. I avoid using macros because they can transmit viruses.
- I can enter data into an already existing database.
- I can create a simple database table using the table wizard.
- I can create a simple table in design view.
- I can move between design view and datasheet view.
- I can make fields be text, number, memo, date, hyperlink, etc.
- I can change the maximum allowable length of a field.
- I know when and how to index a field.
- I can create an input mask for a field to simplify data entry of telephone numbers and the like.
- I can assign a default value to a field.
- I can resize field lengths in datasheet view.
- I can hide and unhide fields.
- I can use the navigation buttons at the bottom of the datasheet view screen to move quickly to the record I want.
- I can use <Ctrl>-F to quickly find a specific piece of data.
- I can create and run a simple query to see only certain fields of the data in my table.
- I can print a query sorted by the field or fields I want.
- I can use the Criteria part of the design view to create a query that will list only the subset of records I want to see.
- I can make a simple form using the Form Wizard.
- I can make mailing labels using the Label Wizard in the Report section of the database.
- I can make a simple report using the Report Wizard.
- I can export data to an Excel spreadsheet or Word document.

Access Skills Total: _____ of 24

Part VII – PowerPoint

- I can make a simple presentation with title page and slides.
- I can make navigation buttons to move from slide to slide.

- I can automate the movement from slide to slide.
- I can add graphics to a presentation.
- I can add animation to a presentation.

PowerPoint Skills Total: _____ of 5

Part VIII – E-mail

- I have and regularly use an email account to send and receive messages.
- I regularly clean my mailbox to conserve memory.
- I know and use email etiquette.
- I know about viruses and anti-virus software.
- I know what cc: and bcc: mean and I know how to send copies of my message to third parties.
- I know how to set up an address book and use it to send a message to multiple recipients, but I don't do this with Internet-based email programs because of the possibility of a virus using my address book to spread itself to the people on my list.
- I know how to attach Office documents to an email message. I further know that I should get the prior consent of the person I'm sending it to, because most people delete attachments without reading them to minimize the chance of catching a computer virus.
- I know that I should only check my mail on computers that have anti-virus software installed.
- I have a print list of email addresses of family, friends and business associates that I carry with me, and I keep that file on my traveling diskette.

E-mail Skills Total: _____ of 9

Part IX – Internet

- I know the difference between browsers, search engines, meta-search engines, and directories.
- I know the meanings of common extensions that appear at the end of website addresses (e.g., .com, .org, .edu, .gov, etc)
- I know how to visit a website by typing the URL into the address box of my browser.

- I know how to navigate from page to page within a site by scrolling and by using the Back button and internal navigation buttons.
- I can download web pages to a Word document on my computer.
- I have downloaded the list of all my elected officials and how to contact them from www.vote-smart.org or a similar website.
- I know that I should copy the URL and date whenever I download information from the Web so I can footnote quotes and paraphrases properly if I use the information in a term paper.
- I know which search engines academic researchers use most often, and I can do a simple search with them.
- I have a sense of what Boolean v. non-Boolean means in databases and search engines.
- I understand the hierarchical organization of directories.
- I know that there is much inaccurate information to be had on the Web, and I have a sense of which sites I can trust.
- I know how to bookmark a site, but I don't do that on shared computers. Instead, I have a Word document listing all my favorite Websites with descriptions of why each is good. I keep a print copy of this list and I keep the Word file on my traveling diskette.
- I know how to download free software like Adobe Reader from the Internet.

Internet Skills Total: _____ of 13

Part X – Creating a Portfolio

- I have my current resume printed on special paper and in a Word document on my portfolio diskette. [I keep printed archive copies of all my former resumes so I can refer to them years later if a question arises.]
- I have personal “business” cards, and I keep the master file that created the cards on my portfolio diskette.
- I have a copy of my best business letter in print and in a Word document on my portfolio diskette.
- I have a copy of my best research paper (with footnotes and bibliography) in print and in a Word document on my portfolio diskette.
- I have a printed copy of my current budget that I use to pencil in changes. I update my budget monthly in an Excel spreadsheet on my portfolio diskette.

- I have an Access database for contact information on family, friends, and business associates, along with sample mailing labels and mail merge letter. I have a printed copy that I use for updating, and I keep the database and sample mail merge on my portfolio diskette.
- I have a copy of my best PowerPoint presentation in print and on my portfolio diskette.

Portfolio Total: _____ of 7

Transitions Class Expectations

Attendance Students who miss more than 2 days of class may be removed from the class. The college that you will be attending may or may not have an attendance policy. However, you should know that professors often lecture in class about information that may not be in your book and they often ask questions on exams from this material. Lack of attendance will, therefore, negatively impact your grade.

Grades and Evaluation You will receive a written evaluation at the end of this class stating your strengths and weaknesses. Your written work will be evaluated according to the GED rubric (1-4 score with 4 being the highest). You will be asked to record your scores for various grammar exercises. Your class participation will be covered in the written evaluation. You are expected to participate in discussions and post work and critiques to the Blackboard discussion board as directed in the syllabus. The purpose of this evaluation will be to give you information to use in improving your skills for college preparation.

TABE and COMPASS Tests You will be expected to take the A level TABE test at orientation and again at the end of the class. This will show you how much you have progressed and will also be used by our program for our state report. You will also take the COMPASS test which is used by community colleges including Columbus State to place students into various levels of freshman classes. If you choose to go to Columbus State and score high enough on the COMPASS, you will have the opportunity at the end of this class to work with counselors in selecting beginning classes for next year.

Instruction Materials The materials you receive will either be copied or available online. I am asking that you keep a notebook. I would suggest a binder since you may well have close to 100 pages by the end of class.

Computer Time and Technology As you go through college, you will find that a computer will become your new best friend – they are essential today to college life. Although we will provide computers in this class, I would suggest that you consider starting to budget for a computer as part of your college expenses. I would also suggest that you check with your college (especially if you plan on transferring to a 4-year institution) on what their computer policy is before you buy one. I will make an effort to be in the classroom for an additional hour on class days to give you additional time on our computers. We will also have computer hours on Fridays from 10 to 2:00. I also want you to get a library card from the Columbus Metropolitan Library which will enable you to use their computers. I will require a minimum of 4 hours of homework per week most of which will require computer time. As a guide, colleges usually consider a student should do 2 hours of homework for every class hour.

All essays must be typed.

Every college has some kind of technology platform that it uses; the most common are *Blackboard*, *WebCT*, and *E-College*. In this transitions class, I will introduce you to several of the functions on **Blackboard** which is the program also used by Columbus State.

Office Hours I will be available for an extra hour on class days (I will give you the exact time later when I am definitely sure of my schedule). You can also reach me by email at dfer268@yahoo.com unless I am out of town or have a computer meltdown, I will usually get back to you within 24 hours.

COURSE OUTLINE

Donna Ferrell DFerrell719@columbus.k12.oh.us, the teacher from Columbus City ABLE, has prepared the syllabus for her class and also outlined the content for their 10-week course. Outcomes for each content area are listed below from which standards-based lessons could be developed using the ABLE Math, Reading and Writing Standards.

Week 1

Technology and Vocational:

1. Students are to take the Rutgers Vocational Assessment on-line at <http://careerservices.rutgers.edu/OCAinterests.shtml> and <http://careerservices.rutgers.edu/OCAgenerateoptions.shtml> and/or look up the coursework at Columbus State for the career they want to get into.
2. Students will learn how to utilize Plato and Blackboard.

Math:

1. Review of fractions with emphasis on problem-solving from GED Connections—packet given in class.
2. Review of decimals with emphasis on converting fractions into decimals and problem solving. Packet from GED Connections.
3. Students may elect to do additional work on Blackboard or Plato to increase skills.

Writing:

1. Review of subjects, predicates.
2. Review of adjective-adverb usage. Packet given in class. Exercises must be done on Blackboard and students are to record their scores.
3. Descriptive essay. Students are to use a model (Description of a place) from <http://go.hrw.com/eolang/modbank>. Students must write an essay using the prompt “On a cool autumn evening, suddenly I saw it.” Students are to post the rough copy of their essay to the Blackboard Discussion Board” by the first session of week 2 for critiques. Students must critique at least 2 essays from other students. Critiques should be constructive and specific. Students will revise and turn in a final copy by the second session of week 2.
4. Students may elect to do additional work on Plato or Blackboard to improve their grammar skills.
5. Students and teacher will read and discuss “Arguing with Aristotle” and using the concepts of logic (logos) and emotion (ethnos and pathos) in writing. Students must choose a controversial topic to research and next week submit a proposal including topic and at least 3 resources.

Week 2

Technology:

1. Attaching homework to e-mails.
2. Using the Blackboard Discussion Board.

Math:

1. Ratio, Proportions and Percents. Students will be given packets from GED Connections with an emphasis on problem-solving.
2. Students may elect to do additional work on Blackboard or Plato to improve their skills.

Writing:

1. Students will post a rough copy of their descriptive essay on Blackboard and will use feedback to revise their essay.
2. Students will complete a packet on subject-verb usage. Exercises on Blackboard must be done and students will record their scores.
3. Students will turn in a proposal for their research paper including a listing of at least 3 sources.
4. Students will list what information needs to be written down during note-taking for footnoting and bibliography for a research paper.

Reading:

1. Students will read about the skill of inference
www.criticalreading.com/inference_reading.htm
2. Students will read an excerpt from "I Know Why the Caged Bird Sings" and will focus on inferences about Maya's character.
3. Students will read "Muscle Reading" from *The Master Student* p. 122-129.

Week 3

Technology and Vocational:

1. Students will continue to learn about using Blackboard especially the Discussion Board.
2. Students will learn about resources such as meta search engines and databases like Pro Quest from the Columbus Metropolitan Library to do research

Math:

1. Students will work with integers using a packet from Number Power 3—Algebra.
2. Students will work with exponents and roots using a packet from Number Power 3—Algebra

Reading and Writing:

1. Students will complete a packet on "Combining Sentences" and will do exercises on Blackboard. Students will record the scores from these exercises.
2. Students will complete a packet on the use of colons and semi-colons. Students will do exercises on Blackboard and will record their scores.
3. Students will do an in-class analyses essay using an excerpt from *I Know Why the Caged Bird Sings* to support their inferences about Maya's character.
4. Students will turn in the 1st paragraph of the long-term research assignment. The paragraph will include the thesis and basic arguments.
5. Students will read "Note-taking" p. 153-159 from "Becoming a Master Student."

Week 4

Technology and Vocational:

1. Students are to take an on-line test to record reading speed www.readingsoft.com

2. Students are to do some on-line exercises to improve reading speed http://college.cengage.com/collegesurvival/watkins/learning_companion/1e/students/timed_reading.html and will be introduced to programs such as Spreeder and Read Please.

Math:

1. Students are to work on radical expressions on worksheet.

Writing:

1. Students are to complete a verb usage packet given in class.
2. Students are to do the corresponding verb usage exercises on Blackboard and record their scores
3. Students will continue research on research paper (rough copy of middle section due week 7).

Reading:

1. Students will learn vocabulary words dealing with poetry and read examples of poems including “Chicago,” “The Lake Isle of Innisfree,” “Dover Beach,” “Lucinda Matlock,” “Richard Corey,” “Those Winter Sundays,” “Death of the Hired Man.” Copies of poems will be provided in class and are available on <http://poets.org>
2. Students will read “Reading with a Dictionary” p. 134 in *Becoming a Master Student*.

Week 5

Technology and Vocational:

1. Students are to continue learning to use search engines and data bases in finding information.
2. Students will complete an on-line FAFSA form during a financial aid workshop.

Math:

1. Students are to do packets on measurement, circles and perimeter/area of irregular shapes from GED Connections—packet given in class.

Writing:

2. Students are to read “Different Visions” a comparison-contrast essay on <http://go.hrw.com/eolang/modbank> and look at the structure.
3. Students will be expected to write an in-class comparison/contrast essay on a topic from the poetry read last week.
4. Students are to do the pronoun packet and complete the exercises on Blackboard. Students should record scores.
5. Students will be introduced to MLA, APA styles and Easy Bib. Students will be expected to use MLA style on their research paper.
6. Students will continue researching and writing the middle section of the long-term research assignment.

Week 6

Technology and Vocational:

1. Students will learn to do a very basic presentation on PowerPoint.
2. Students will begin the process of evaluating credibility of websites.

Math:

1. Students are to complete packets on order of operations and using monomials. Packets are from Number Power 3 and Steck-Vaughn Math.

Writing:

1. Students are to complete packets on commas.
2. Students are to do Blackboard exercises on the above topic and record their scores.
3. Students are to continue researching and writing the middle section of their long-term research assignment. The rough copy of the middle section (at least 3 pages typed with footnotes indicated) will be due next week. Students will be expected to show an indication of understanding ethnos, pathos and logos in arguing in.

Reading:

1. Students are to read the article "What is Critical Reading?" and practice annotating an essay. Students will use a mind-map and/or some type of graphic organizer to illustrate the main thesis and basic support.

Week 7

Technology:

1. Students are to upload the beginning and middle sections of their research paper to Blackboard for comments. Students will be expected to prepare for peer review of papers.

Math:

1. Students are to complete a packet on algebra substitution and combining expressions from Number Power 3 and Steck-Vaughn Math.
2. Students are to complete a packet on 1-step equations from Steck-Vaughn Math.

Writing:

1. Students are to do the packet on "Parallel Structure" and "Misplaced Modifiers."
2. Students should do the exercises on Blackboard relating to the above topics and record the scores.

Reading:

1. Students are to read, annotate and discuss the essay "Sex, Lies and Conversation..."
2. Students are to read and discuss "Critical Thinking" from *Becoming a Master Student* p. 205-210 Critical Thinking: Students are to focus on evaluating and critiquing the essay for quality of evidence.

Week 8

Technology:

1. Students will continue learning to upload papers and use critiquing on Blackboard.

Math:

1. Students are to complete 2-step and multiple step equations in algebra. Students will also work on word problems dealing with equations.

Writing:

1. Students will complete a packet on "other punctuation" and do Blackboard exercises.

2. Students are to write a reflective essay for a possible college entrance essay. Topics are listed below.
 - a. Does any specific attribute, quality or skill distinguish you from everyone else? How did you develop this attribute?
 - b. What are the reasons for your interests? Analyze your childhood. How were your interests shaped from your upbringing?
 - c. How would your friends characterize you? Look at yourself from the outside.
 - d. What was the most difficult time in your life? How did you overcome these difficulties? How did your perspective on life change as a result of one of the difficulties?
 - e. Talk about how a person can change his/her direction.
 - f. Choose a prominent person (living, deceased, or fictional) that you would like to interview and explain why.
 - g. What is your strongest and most determined trait or characteristic? Do you maintain beliefs and adhere to a philosophy? Explain.
3. Students will turn in the rough copy of the conclusion and the bibliography of their research paper for comments

Reading:

1. Students are to read and annotate 2 essays: "Yellow Man and a Beauty of the Spirit" and "I Worked Hard for that Furrowed Brow." Students are to evaluate each for quality of support.
2. Students will read "12 Common Mistakes in Logic" p. 216-217 in *Becoming a Master Student*.

Week 9

Math:

1. Students will work on coordinate graphing including points, graphing 2 dimensional figures and finding slope of an equation.
2. Students will graph linear equations including being introduced to a graphing calculator.

Writing:

1. Students will upload the final copy of their research paper onto Blackboard as well as handing in a printed copy.
2. Students will turn in final copy of reflective essay.

Critical Thinking:

1. Students will evaluate their research papers for logical errors as well as evaluating for a balance of ethos, pathos and logos.

Students will spend some time arranging their work portfolios to include work that will prove they have completed the benchmarks for the basic stackable certificate.

Week 10

Math:

1. Students will continue working with functions and doing operations with polynomials.
2. Students will do a brief review of basic geometry concepts such as similar triangles, working with angles, Pythagorean Theorem.
3. Review for the COMPASS and TABE.

Writing:

1. Students will turn in a final copy of research paper.
2. Students will review for the COMPASS and TABE

Miscellaneous:

1. Students are to turn in score sheets.
2. Students are to make sure their work portfolios are in order.
3. Students and teacher will get evaluations.

Students will take post-TABE and may take COMPASS tests week 11.