COURSE OUTLINE
Revision: Tim Walsh, April 2008

DEPARTMENT: Academic Programs
CURRICULUM: English
COURSE TITLE: Spelling and Vocabulary
COURSE NUMBER: ENGL 084
TYPE OF COURSE: Academic Preparatory
Special Requirement Met: None
AREA(S) OF KNOWLEDGE: None
COURSE LENGTH: 1 quarter
CREDIT HOURS: Variable 3 to 5
LECTURE HOURS: 0
LAB HOURS: 30 - 55
CLASS SIZE: Maximum 25
PREREQUISITES: Appropriate placement testing

COURSE DESCRIPTION:
This course entails the study of prefixes, suffixes, roots context clues, and essential vocabulary words from core academic disciplines or the study of spelling rules and patterns, and words frequently confused. Students will study vocabulary or spelling, as determined by an assessment by the instructor and a conference with the student.
ENGL 084 Spelling and Vocabulary
April 2008

STUDENT LEARNING OUTCOMES ADDRESSED:
1. Communication - Read and listen actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations - Use social interactive skills to work in groups effectively.
3. Critical Thinking and Problem Solving - Think critically in evaluating information, solving problems and making decisions.
4. Personal Responsibility - Be motivated and able to continue learning and adapt to change. Value one’s own skills, abilities, ideas and art. Take pride in one’s work. Manage personal health and safety.

GENERAL COURSE OBJECTIVES:
At the end of the course the student will:

Spelling
1. Correctly differentiate words frequently confused
2. Correctly spell common phonics patterns.
3. Use mnemonic devices to learn troublesome words
4. Apply spelling rules
5. Apply rules for capitalization, apostrophes, and hyphens
6. Determine correct spelling of suffixes with unaccented vowels
7. Use pronunciation to aid spelling

Vocabulary
1. Use context clues of contrast, similarity, sense of sentence, grammar, and punctuation, and example to determine meaning of vocabulary
2. Use pronunciation key to determine correct pronunciation
3. Enlarge vocabulary by learning essential words for core academic disciplines
4. Enlarge vocabulary through various Anglo-Saxon, Latin and Greek prefixes, suffixes, roots or word elements

Competencies will be measured by the satisfactory completion of prescribed work as outlined on Progress Chart and by satisfactory evaluation on regular mastery tests.

Students will be awarded and “S” for work completed satisfactory or an “NC” for unsatisfactory or insufficient work. Students can earn three, four, our five credits, depending on the amount of work completed satisfactorily.
ENGL 084 Spelling and Vocabulary
April 2008

TOPICAL OUTLINE:

Spelling
I. Recognition of spelling patterns
II. Spelling and structure rules for words in sentences
III. Pronunciation as an aid to spelling
IV. Words frequently confused

Vocabulary
I. Word prefixes and roots
II. Context clues
III. Vocabulary in core disciplines

REVISED BY: Tim Walsh
DATE: April 2008
### ENGL 084 Spelling and Vocabulary
April 2008

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>1 – 7; 1 – 4</td>
<td>Communication - Read and listen actively</td>
</tr>
<tr>
<td>SLO 1.2</td>
<td>1 – 7</td>
<td>Communication - Speak and write effectively</td>
</tr>
<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use mathematical operations</td>
</tr>
<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills</td>
</tr>
<tr>
<td>SLO 2.3</td>
<td></td>
<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
</tr>
<tr>
<td>SLO 3.1</td>
<td></td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
</tr>
<tr>
<td>SLO 3.2</td>
<td></td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
</tr>
<tr>
<td>SLO 4.1</td>
<td>1 – 7; 1 – 4</td>
<td>Critical Thinking and Problem Solving -</td>
</tr>
<tr>
<td>SLO 5.1</td>
<td></td>
<td>Technology - Select and use appropriate technological tools</td>
</tr>
<tr>
<td>SLO 6.1</td>
<td></td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
</tr>
<tr>
<td>SLO 6.2</td>
<td></td>
<td>Personal Responsibility - Value one's own skills, abilities, ideas and art</td>
</tr>
<tr>
<td>SLO 6.3</td>
<td></td>
<td>Personal Responsibility - Take pride in one's work</td>
</tr>
<tr>
<td>SLO 6.4</td>
<td></td>
<td>Personal Responsibility - Manage personal health and safety</td>
</tr>
<tr>
<td>SLO 6.5</td>
<td></td>
<td>Personal Responsibility - Be aware of civic and environmental issues</td>
</tr>
<tr>
<td>SLO 7.1</td>
<td>1 – 7; 1 - 4</td>
<td>Information Literacy - Access and evaluate information</td>
</tr>
<tr>
<td>SLO 7.2</td>
<td>1 – 7; 1 - 4</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
</tr>
</tbody>
</table>

PREPARED BY: Tim Walsh
DATE: April 2008