

**J. Sargeant Reynolds Community College  
Course Content Summary**

**Course Prefix and Number:** BSK 41

**Credits:** 2

**Course Title:** Language Arts, Level 1

**Course Description:** (as it should appear in the catalog; including lecture, lab, and credit hours and any prerequisites or co-requisites)

Introduces basic reading and writing skills in preparation for subsequent courses by focusing on vocabulary development (simple phonics, dictionary skills), conventions of Standard English (basic grammar, punctuation, sentence structure), reading comprehension (reading process, topics), study skills (time management, textbook format), and critical thinking skills (fact and opinion). Lecture 2 hours per week.

**General Course Purpose:** For students placed below the developmental “floor” by the Virginia Placement Test for English, BSK 41 will prepare students for ENF 1 or ENF 2, depending on their skill level at the end of the semester.

**Course Objectives:**

Upon completing the course, the student will be able to meet the competencies required for entry to ENF 1 (listed below):

<b>ENF 1 ENTRY-LEVEL COMPETENCIES</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrate some use of titles, subtitles, illustrations, and text to make limited predictions about text and to develop a reading strategy</li><li><input type="checkbox"/> Identify vocabulary that is appropriate to topic</li><li><input type="checkbox"/> Identify topic, purpose, audience, and main idea with limited accuracy</li><li><input type="checkbox"/> Monitor comprehension by highlighting and annotating the main ideas and the major supporting details.</li><li><input type="checkbox"/> Answer content questions about a text: who, what, when, where</li><li><input type="checkbox"/> Use recall and summation to identify major points</li><li><input type="checkbox"/> Demonstrate comprehension by responding to a short text on literal level</li><li><input type="checkbox"/> Read a short text and formulate one question about it</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> Identify topic for a given writing prompt</li><li><input type="checkbox"/> Generate and gather ideas for writing</li><li><input type="checkbox"/> Write clear, complete, and varied sentences</li><li><input type="checkbox"/> Write a series of related statements that advance a point</li><li><input type="checkbox"/> Revise for meaning and detail with limited competency</li><li><input type="checkbox"/> Distinguish verb tense as well as singular and plural forms of nouns and pronouns</li><li><input type="checkbox"/> Proofread to identify and correct the most obvious errors such as typos, punctuation, and appropriate formatting, with limited competency</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> Use dictionary to find meaning of new words</li><li><input type="checkbox"/> Demonstrate limited understanding and use of context clues</li><li><input type="checkbox"/> Identify unknown vocabulary in text</li><li><input type="checkbox"/> Demonstrate understanding and use of vocabulary for daily, oral communication</li><li><input type="checkbox"/> Demonstrate some understanding of synonyms, antonyms, and word parts</li><li><input type="checkbox"/> Demonstrate minimal understanding of the difference between denotation and connotation</li><li><input type="checkbox"/> Demonstrate minimal understanding of word relationships</li><li><input type="checkbox"/> Select logical meanings for familiar words and phrases</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> Demonstrate [at least] limited knowledge of audience, purpose, tone, and meaning of a text</li><li><input type="checkbox"/> Identify a few rhetorical patterns such as narration, description, and process</li><li><input type="checkbox"/> Summarize, paraphrase, and respond to general-audience texts with limited accuracy</li><li><input type="checkbox"/> List facts in text</li><li><input type="checkbox"/> State and support an opinion about text</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> Identify with limited accuracy topic and main idea in a text</li><li><input type="checkbox"/> Identify with limited accuracy major supporting ideas in a text</li><li><input type="checkbox"/> Identify with limited accuracy minor supporting ideas in a text</li></ul>

<input type="checkbox"/> Create an outline with main idea and major supporting details
<input type="checkbox"/> Identify audience and purpose in a text <input type="checkbox"/> Identify the definition of fact versus opinion <input type="checkbox"/> Draw logical conclusions when given questions related to a text <input type="checkbox"/> Identify specific ideas that are addressed in a text when given questions <input type="checkbox"/> Write coherent sentences <input type="checkbox"/> Recognize coherent paragraphs when given examples of paragraphs
<input type="checkbox"/> Respond to a prompt and write a paragraph related to a single idea <input type="checkbox"/> Demonstrate minimal understanding of topic sentences <input type="checkbox"/> Demonstrate minimal use of reasons and examples
<input type="checkbox"/> Identify limited types of sources <input type="checkbox"/> Identify author and title of a source <input type="checkbox"/> Demonstrate limited ability to take notes <input type="checkbox"/> Demonstrate the use of quotations in texts <input type="checkbox"/> Demonstrate an understanding of the difference between dialogue and quotations <input type="checkbox"/> Recognize ideas and language copied from a source <input type="checkbox"/> Identify the general meaning of plagiarism
<input type="checkbox"/> Do a concept map that represents the content of a textbook or magazine paragraph. <input type="checkbox"/> Make notes on a podcast or other simulated lecture that demonstrate Cornell format, capturing most of the content with headings and generally accurate and complete statements. <input type="checkbox"/> Draw an accurate representation of a process, e.g. a timeline, storyboard or flow chart. <input type="checkbox"/> Chart a comparison or a contrast between two comparable subjects when given the information for columns and rows. <input type="checkbox"/> Demonstrate self-testing methods for application, analysis, synthesis, and evaluation questions, given an introduction to Bloom’s cognitive taxonomy and a brief, easy reading. <input type="checkbox"/> Develop concept cards for grouping vocabulary around core concepts of a chapter or lecture. <input type="checkbox"/> Given a list of 10 events, arrange them in a timeline and relate events as causes and effects. <input type="checkbox"/> Engage in reciprocal questioning with a study partner to rehearse essay exam answers, developing at least 5 <i>how</i> and <i>why</i> questions. <input type="checkbox"/> Develop 1 – 2 talk-throughs for essay exam answers, such as by developing a brief outline/listing of content on a talk-through card, given a textbook passage. <input type="checkbox"/> Given a hypothetical student’s situation facing an essay exam, develop a Specific Study Plan (SSP) to advise that student, listing times, days, methods of study from the strategies in this section (9), and reasonable goals for the time allotted—study sessions for at least one week before the exam and on exam day. <input type="checkbox"/> Demonstrate “test-wiseness” for objective tests and essay exams by recognizing kinds of questions on a sample test and selecting mostly correct answers.

**Major Topics to be Included:**

- Developmental reading skills
- Developmental writing skills
- Study skills
- College readiness

**Effective Date of Course Content Summary:** January 7, 2013