



## EFFECTIVE: SEPTEMBER 2009 CURRICULUM GUIDELINES

**A.** Division: Educational and Student Services      Effective Date: September 2009

**B.** Department / Program Area: Student Services and Student Development      Revision:  New Course   
 If Revision, Section(s) Revised: D, M, N  
 Date of Previous Revision: September 2006  
 Date of Current Revision: January 2009

**C:** DVST 0100      **D:** Reading and Writing – Fundamental Level 1      **E:** 6.0

Subject & Course No.	Descriptive Title	Semester Credits						
<p><b>F:</b> Calendar Description:</p> <p>This course is designed for non-readers. Reading and writing will focus on basic decoding, developing a sight vocabulary for spelling and reading, and introducing students to simple reading and sentence writing. Students will also work on reading environmental and workplace signs and other literacy tasks which they identify as personally relevant. The course will emphasize behaviours and learning skills appropriate to the classroom, community and workplace.</p>								
<p><b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p style="text-align: center;">Teacher Directed Learning</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p style="text-align: center;">9 hours per week</p> <p>Number of Weeks per Semester:</p> <p style="text-align: center;">15</p>	<p><b>H:</b> Course Prerequisites:</p> <p style="text-align: center;">DVST Assessment and interview</p>							
	<p><b>I:</b> Course Corequisites:</p> <p style="text-align: center;">None</p>							
	<p><b>J:</b> Course for which this Course is a Prerequisite</p> <p style="text-align: center;">DVST 0115</p>							
	<p><b>K:</b> Maximum Class Size:</p> <p style="text-align: center;">12</p>							
<p><b>L:</b> PLEASE INDICATE:</p> <table style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p style="text-align: center;">SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bctransferguide.ca">www.bctransferguide.ca</a>)</p>			<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	College Credit Non-Transfer	<input type="checkbox"/>	College Credit Transfer:
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**M:** Course Objectives / Learning Outcomes

The objectives of this course are for each student to:

- identify personal short and long term goals for literacy learning
- acquire initial sight vocabulary
- develop basic phonic decoding strategies
- identify meanings for basic signs and symbols
- read and understand simple sentences and stories
- write simple sentences using a capital at the beginning and appropriate end punctuation
- learn organizational skills and the behaviours necessary for success in the classroom
- develop awareness of community and college resources
- develop basic job skills

**N:** Course Content:Pre-Reading

- recognizing, counting and sequencing individual sounds in carefully spoken words
- identifying rhyming words
- naming the letters of the alphabet in alphabetical order and recognizing and producing the common sounds of the letters
- recognizing and naming initial consonant sounds in words

Pre-Writing

- comfortably holding and using pencil/pen and paper and adjusting paper as needed
- orienting on page, i.e. left-to-right, top, bottom, lines, margins, double spacing and indentation

Reading

- hearing and reading short vowel sounds
- reading phonically regular consonant-vowel-consonant (cvc) words, including words with -ed, -ing, -er, -s/es and -y endings
- reading one syllable, long vowel words of the consonant-vowel-consonant + e pattern (e.g. hike)
- reading simple consonant blends
- reading 100 to 150 basic and personal sight words, including some functional words
- naming and identifying the meanings of some common symbols (e.g. +, &, \$)
- reading simple sentences, experience stories and paragraphs containing common sight words, regular cvc words, and one-syllable cvc + e words
- describing the sequence of events in a simple written story
- answering literal questions about a simple written story
- orally expressing opinions on readings
- recognizing and counting the number of syllables in a spoken word (up to four syllables)
- reading the consonant digraphs sh, ch, th, ck
- recognizing common signs (e.g., stop, exit, danger)

Writing and Spelling

- printing the letters of the alphabet in upper and lower case
- printing or writing his/her own name, address and phone number
- printing or writing phonically regular consonant-vowel-consonant words
- printing or writing 50 to 75 common sight words
- copying and taking dictation of short sentences
- completing sentences by adding a subject or verb
- recognizing and using periods and question marks
- recognizing and using capital letters for beginning a sentence or a name when copying
- printing or writing sentence answers to questions, using words and phrases from the question
- dictating and copying experience stories
- printing or writing simple declarative and interrogative sentences in the present and past tenses
- printing or writing numbers to twenty

Skills and Strategies for Classroom Learning

- identifying personal short and long term goals for literacy learning
- participating appropriately in group discussions and activities
- working independently for short periods of time on assigned tasks
- organizing work for ready access, with help (e.g. organizing a three ring binder into sections)
- receiving and responding appropriately to feedback
- treating classmates and instructors with respect
- identifying personal learning strengths and weaknesses
- arriving for class and from breaks punctually, making arrangements for transportation, appointments and child-care to allow regular attendance
- concentrating on individual work during class
- asking for help in an appropriate manner when needed

College and Community Resources

- developing an awareness of some college resources and services (e.g. cafeteria, Women's Centre, Student Union Building)
- developing an awareness of some community resources (e.g. public library, food bank, parks)

Job Related Skills (in addition to those integrated above)

- telling time using an analog watch/clock and understanding minutes, hours, a.m. and p.m.
- recognizing the days of the week and understanding the concept of months of the year and calendar years
- maintaining good hygiene and grooming
- arriving punctually
- working as a team
- managing time
- speaking and listening in a respectful manner
- following oral instructions
- reading common signs
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**O:** Methods of Instruction

A combination of instructional methods will be employed in order to balance instructional efficiency with individual student needs. Class and small group instruction will be used along with individual assistance.

**P:** Textbooks and Materials to be Purchased by Students

Students are required to supply a three-ring binder, paper, eraser, pen and pencil.

**Q:** Means of Assessment

A mastery model of on-going evaluation will be used. Progress towards course objectives and personal literacy goals will be monitored on a regular basis by the instructor in consultation with each student, and he/she will receive frequent feedback and informal progress reports. A student will have completed the course when he/she has demonstrated through satisfactory completion of exercises and assignments that the course objectives have been achieved.

Regular attendance and punctuality are required. Students must demonstrate ongoing progress towards mastering the course content.

<p><b>R:</b> Prior Learning Assessment and Recognition: specify whether course is open for PLAR</p> <p>No</p>
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Course Designer(s): Marilyn Smitshoek, Joyce Cameron

Education Council / Curriculum Committee Representative

Dean / Director: Ted James

Registrar