

# Michigan's Transition to Postsecondary Education and the Workplace



## V. Transition Sample Syllabi for GED® Preparation

**Workforce Development Agency State of Michigan  
Education and Career Readiness  
Office of Adult Education**

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# MICHIGAN TRANSITION SAMPLE WRITING SYLLABUS

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## Michigan Transition Syllabi

### Michigan Transition Program Sample Course Syllabus – GED® Transition Writing

Syllabi Areas	Sample Text
Instructor	<i>Name of Instructor and Title (if applicable)</i>
Office/Contact Information (include office location/office phone/email, etc.)	<i>Contact information (including the times that instructor is available to be contacted)</i>
Days/Time/Location Class Meetings	Monday/Wednesday 6:00 – 8:30 p.m. Room 202
Course Description	The course provides a foundation for the various writing skills and writing demands necessary for a successful transition to a College English course of study. Topics include integrating Edited American English into the editing and revision of writing assignments, journaling, mini-writes, activities from provided texts, formal essay writing, research-based papers, presentations/debates. This GED® transition course is specifically designed for college-bound students.
Pre-Requisite	TABE scores of at least 10.0 (or corresponding scale score) on language, reading, and mathematics
Textbook	<i>Include information on the textbooks to be used in the course.</i>
Supplementary Materials	<i>Include information on supplementary materials to be used in the course.</i>
Modes of Instruction	<p>This course is presented in a combination of direct instruction and computer-assisted instruction. The heterogeneous model of this course will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Whole and small group instruction and activities, such as: discussions, lectures, guided learning groups, and learning centers</li> <li>• Individualized and differentiated instruction</li> <li>• Collaborative/peer learning</li> <li>• Project-based learning and presentation</li> <li>• Use of technology in online and research-based learning</li> </ul> <p>Students will meet twice a week. Students will participate in collaborative group activities, as well as working individually on assignments. Each class will incorporate mini-writes, modeling of instruction, guided groups, and independent work, such as journaling for reflection, essay writing, writing in response to text, research-based writing. It is imperative that you ask questions when you don't understand the material.</p>
Course Assignments/Products	<p>Students are responsible for having in their portfolios:</p> <ul style="list-style-type: none"> <li>• Weekly journal entries</li> <li>• Short paragraphs and essays</li> <li>• Research project</li> <li>• Business letter/Letter of application</li> <li>• Reflections on class work</li> </ul>
Grades	<p>Students will receive a statement reporting their grades/progress at week 7 and a final grade at week 15. Grading is based on:</p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Involvement in discussion and group activities</li> </ul>

## Michigan Transition Syllabi

	<ul style="list-style-type: none"> <li>• Completion and correctness of in-class and computer based assignments</li> <li>• Tests and Quizzes</li> <li>• Assignments</li> </ul> <p>The grading scale to be used is:</p> <ul style="list-style-type: none"> <li>• S (Satisfactory) – Student will be awarded an S grade upon successful completion of the college placement test for placement into the College English/Writing course.</li> <li>• NG (Non-completion) – Students must register for the course again and receive a grade of completion.</li> <li>• IW (Instructor withdrawal) – Students who do not attend class at 85% of the required contact hours.</li> </ul>
Attendance	Attendance is critical to success in completing this program. If you are not able to attend class due to an emergency, you must contact your instructor by email. Students must attend a minimum of 85% of the required contact hours. Students must sign in upon arrival and sign out at the end of class. Signing in and immediately leaving will be recorded as an absence.
Communication	All written communication to and from your instructor will be through the institution’s email system. Students should check their email frequently each week.
Honor Code	<p>Academic honesty is expected of all GED® transition students. It is academically dishonest, for example, to misrepresent another person’s work as one’s own, to take credit for someone else’s work or ideas, to knowingly give or accept help on a test, to obtain advanced information on confidential test materials, or to intentionally harm another student’s chances for academic success. Proven academic dishonesty can include a zero on the assignment (for all parties involved), a failing grade for the assignment, and/or a referral to the administrative staff.</p> <p>When completing writing assignments, ensure proper attribution and citation when making references to the ideas of others. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else’s work in completing written assignments, referred to as plagiarism.</p>
Classroom Behavior	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1. Be on time for class and stay in class for the entire class period.</li> <li>2. Sign in and sign out each day.</li> <li>3. Notify their instructor or program supervisor in the event of absence or tardiness.</li> <li>4. Be responsible. Purchase your own textbook.</li> <li>5. Bring required book, paper, pencils, and a notebook to class.</li> <li>6. Bring all home-work assignments to class.</li> <li>7. Be respectful. Keep conversations/discussions at a level that will not disturb classmates. Turn your cell phone OFF or put it on vibrate.</li> <li>8. Stick to the business at hand ... which is the business of building a more successful student ... YOU!!</li> <li>9. Leave each class period having learned something new.</li> </ol>
Assigned Work Responsibilities	Students are responsible for all home-work assignments and class studies, whether they are present or absent from class
Accommodations	If you are entitled to accommodations for instruction or testing, please inform your instructor, your counselor, or the person with whom you have your intake interview.

## Michigan Transition Syllabi

### Michigan Transition Program Sample Student Contract

My signature indicates that I have read the course syllabus and understand what is expected of me to be successful in this course.

1. Regular attendance. The 85% attendance policy will be strictly enforced. A student cannot miss more than 9 contact hours.
2. A student will sign in and sign out of class each day.
3. A student will demonstrate mastery level of 80% or higher. A student will complete assignments at mastery level.
4. A student will be responsible for bringing required materials to class - book, paper, pencils, and notebook.
5. A student will participate in activities including use of computer-assisted instruction and collaborative group work.
6. A student will complete and submit all home-work assignments.
7. A students will be respectful, keeping conversations/discussions at a level that will not disturb classmates and turning cell phones on the vibrate mode.
8. A student gives permission to allow release of information for program research and possible press releases.

A signed copy of this document will remain in the student's folder.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Please note that when a completed syllabus is provided to students, it should also include assignments, as appropriate, and due dates for each assignment.

## Michigan Transition Syllabi

### Michigan Transition Program Sample GED® Transition Writing Course of Study

There are many different types of texts, lesson plans, computer-assisted courseware, online courseware, websites, videos, manipulatives, games, and activities that are appropriate for the Michigan Transition Program. The following is a sample course that encompasses a 15 week period. Topics appropriate for a Transition English Language Arts/Writing Course are included, as well as sample texts, online resources, and additional resources specific to the topic area.

#### Sample Texts for Michigan Transition English Language Arts/Writing Program:

- Jago, Carol. *Transitions Preparing for College Writing* (2010). Steck-Vaughn/HMH Supplemental Publishers.
- Fowler, H. Ramsey and Aaron, Jane E. *The Little Brown Handbook* (11th Edition). Pearson Longman.
- Harvey, Michael. *The Nuts and Bolts of College Writing* (2003). Hackett Publishing Company.
- Hjortshoj, Keith. *The Transition to College Writing* (2009). Bedford/St. Martin’s Publishing.

#### Other Resources:

- Guide to Grammar & Writing. Dr. Charles Darling. Capital Community College.  
<http://grammar.ccc.commnet.edu/grammar/index.htm>
- Hacker Handbook – <http://www.bedfordstmartins.com/hacker/exercises/>
- Purdue University's OWL – <http://owl.english.purdue.edu/>

#### Sample Course Outline

Week Number	Session	Content Areas/Topics	Resources (additional materials, websites, games, and ideas)
1	A	<b>Introduction to the Writing Craft</b> <ul style="list-style-type: none"> <li>• When will I ever need to write?</li> <li>• Overview of effective writing skills</li> <li>• Review of paragraph format</li> <li>• Correction symbols</li> <li>• Journaling and class reflections</li> </ul>	<b>Lesson 1A: Journal Writing and Reflections</b>
	B	<b>Let’s Review!</b> <ul style="list-style-type: none"> <li>• Grammar review in context                             <ul style="list-style-type: none"> <li>○ capitalization</li> <li>○ punctuation (14 types of punctuation marks)</li> <li>○ subject-verb agreement</li> </ul> </li> <li>• Journaling and reflection on class assignment</li> </ul>	<b>Lesson 1B: Finding Errors in Real-World Materials</b>  Interactive Quizzes. Guide to Grammar & Writing <a href="http://grammar.ccc.commnet.edu/grammar/quiz_list.htm">http://grammar.ccc.commnet.edu/grammar/quiz_list.htm</a>
2	A	<b>The Writing Craft</b> <ul style="list-style-type: none"> <li>• Overview of the different steps in the writing process: Prewrite/Plan, Organize, Draft, Revise/Edit, Share, Reflect</li> <li>• Prewriting/Planning                             <ul style="list-style-type: none"> <li>○ Outlines</li> <li>○ Free writing</li> </ul> </li> </ul>	<b>Lesson 2A: Ideas! Ideas! Ideas!</b>

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		<ul style="list-style-type: none"> <li>○ Journaling</li> <li>○ Venn diagrams</li> <li>○ Graphic organizers                             <ul style="list-style-type: none"> <li>▪ T-Charts</li> <li>▪ Ideas and Details</li> </ul> </li> <li>● Journaling and reflection on class assignment</li> </ul>	
	B	<p><b>Developing the Thesis Statement</b></p> <ul style="list-style-type: none"> <li>● Purpose of a Thesis Statement - What is it that I am trying to prove?</li> <li>● Identifying thesis statements in different types of writing</li> <li>● How to create an effective thesis statement                             <ul style="list-style-type: none"> <li>○ Types of thesis statements</li> <li>○ Using thesis templates</li> <li>○ Opening with a “bang,” attention grabber, such as a humorous thought, quote, statistic, etc.</li> </ul> </li> <li>● Journaling and reflection on class assignment</li> </ul>	<p>Tips for Writing a Thesis Statement - OWL Purdue Online Writing Lab</p> <p><a href="http://owl.english.purdue.edu/owl/resource/545/01/">http://owl.english.purdue.edu/owl/resource/545/01/</a></p>
3	A	<p><b>Planning and Drafting a Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>● Outlining essay format</li> <li>● Writing introductions</li> <li>● Developing a thesis statement</li> <li>● Gathering evidence to support arguments and appeals</li> <li>● Journaling and reflection on class assignment</li> </ul>	<p>Types of Outlines and Samples - OWL Purdue Online Writing Lab</p> <p><a href="http://owl.english.purdue.edu/owl/resource/544/03/">http://owl.english.purdue.edu/owl/resource/544/03/</a></p> <p><b>Lesson 3A: Developing Ideas</b></p>
	B	<p><b>Revising and Editing a Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>● Focus on voice, tone, and audience</li> <li>● Focus on sentence structure and basic grammar</li> <li>● Journaling and reflection on class assignment</li> </ul>	<p>Tone: A Matter of Attitude - Guide to Grammar &amp; Writing</p> <p><a href="http://grammar.ccc.commnet.edu/grammar/composition/tone.htm">http://grammar.ccc.commnet.edu/grammar/composition/tone.htm</a></p>
4	A	<p><b>Rewriting/Sharing/Reflecting on the Persuasive Essay</b></p> <ul style="list-style-type: none"> <li>● Focus on importance of rewriting</li> <li>● Focus on how sharing and reflection can improve one’s writing skills</li> <li>● GED® test, Language Arts Writing Essay – persuasive versus how-to essays</li> <li>● Journaling and reflection on class assignment</li> </ul>	<p>EsSAY WHAT?</p> <p><a href="http://www.youtube.com/watch?v=izqttfwViOg">http://www.youtube.com/watch?v=izqttfwViOg</a></p>
	B	<p><b>Purposes of Writing</b></p> <ul style="list-style-type: none"> <li>● Different types of writing prompts</li> <li>● Expectations of college writing</li> <li>● Expectations of writing in the workplace</li> <li>● Using transitional words</li> </ul>	<p>Writing Guide: Purpose – Colorado State university</p> <p><a href="http://writing.colostate.edu/guides/processes/purpose/">http://writing.colostate.edu/guides/processes/purpose/</a></p>
5	A	<p><b>Writing to Reflect</b></p> <ul style="list-style-type: none"> <li>● Word choice – appealing to the senses</li> <li>● Revising and editing model reflective paragraphs using more descriptive words</li> </ul>	<p>Online Thesaurus</p> <p><a href="http://www.unc.edu/depts/wcweb/handouts/word_choice.html">http://www.unc.edu/depts/wcweb/handouts/word_choice.html</a></p>
	B	<p><b>Writing to Reflect</b></p> <ul style="list-style-type: none"> <li>● Prewriting/Planning - focusing on combining narration and commentary</li> </ul>	<p>Pronoun Quizzes</p> <p><a href="http://newton.uor.edu/faculty/older/rider/pronouns.htm">http://newton.uor.edu/faculty/older/rider/pronouns.htm</a></p>

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		<ul style="list-style-type: none"> <li>• Overview of use of pronoun choice in writing</li> <li>• Applying a revision strategy – ARMS: Add, Remove, Move, Substitute to model essays</li> </ul>	
6	A	<b>Writing to Reflect</b> <ul style="list-style-type: none"> <li>• Writing reflective paragraphs</li> <li>• Review of paragraph structure</li> <li>• Appealing to the senses</li> <li>• Conciseness in writing</li> <li>• Drafting a paragraph based on a picture or real-life situation prompt</li> </ul>	Sample photographs (click on images): Bing.com Google.com
	B	<b>Review of Question Types on GED® test, Language Arts, Writing, Part I and College Placement Tests</b> <ul style="list-style-type: none"> <li>• Types of questions – construction shift, revision,</li> <li>• Organization, sentence structure, usage, mechanics</li> <li>• Sample question types</li> </ul>	GED Testing Service® <a href="http://www.acenet.edu/Content/NavigationMenu/ged/test/la_writing_1.htm">http://www.acenet.edu/Content/NavigationMenu/ged/test/la_writing_1.htm</a>  <a href="http://www.acenet.edu/Content/NavigationMenu/ged/test/prep/sample_questions.htm">http://www.acenet.edu/Content/NavigationMenu/ged/test/prep/sample_questions.htm</a>
7	A	<b>Writing to Explain</b> <ul style="list-style-type: none"> <li>• Paraphrasing and summarizing</li> <li>• Using an outline (step-by-step)</li> <li>• Determining necessary support</li> <li>• Transition words</li> </ul>	Lists of Transition Words <a href="http://ic-schools.net/write/transition.htm">http://ic-schools.net/write/transition.htm</a>  List of Transition Words and Phrases <a href="http://www.smart-words.org/transition-words-phrases.pdf">http://www.smart-words.org/transition-words-phrases.pdf</a>
	B	<b>Writing to Explain</b> <ul style="list-style-type: none"> <li>• Introduction to citing sources</li> <li>• Real-world documents                             <ul style="list-style-type: none"> <li>○ incident reports</li> <li>○ instructions</li> <li>○ evaluations</li> </ul> </li> </ul>	Plagiarismdotorg <a href="http://www.plagiarism.org/plag_article_what_is_citation.html">http://www.plagiarism.org/plag_article_what_is_citation.html</a>
8	A	<b>Review</b>	
	B	<b>Mid-Course Assessment</b>	
9	A	<b>Writing Critiques</b> <ul style="list-style-type: none"> <li>• Real-world critiques – movie, book, and music reviews</li> <li>• Responding to questions about literary works</li> <li>• Tips for close reading</li> <li>• The words of literature                             <ul style="list-style-type: none"> <li>○ Figurative language</li> <li>○ Imagery</li> <li>○ Sound devices</li> </ul> </li> <li>• Drafting a literary analysis</li> </ul>	Writing a Literary Analysis PowerPoint – Owl Purdue <a href="http://owl.english.purdue.edu/owl/resource/697/1">http://owl.english.purdue.edu/owl/resource/697/1</a>
	B	<b>Writing Critiques</b> <ul style="list-style-type: none"> <li>• Comparing and contrasting</li> </ul>	<b>Lesson 9B: Comparing and Contrasting</b>
10	A	<b>Real-World/Workplace Writing</b> <ul style="list-style-type: none"> <li>• Informal - Emails, Texting, Blogs</li> <li>• Formal - Memos, Letters, Instructions, Manuals</li> <li>• Using Technology</li> </ul>	Blogs in Plain English <a href="http://www.youtube.com/watch?v=NN2I1pWXjXI">http://www.youtube.com/watch?v=NN2I1pWXjXI</a>

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	B	<b>Real-World/Workplace Writing</b> <ul style="list-style-type: none"> <li>• Letter of Application</li> <li>• Using Technology</li> </ul>	<b>Lesson 10B: Creating Authentic Texts: Letters of Application</b>
11	A	<b>Research Project</b> <ul style="list-style-type: none"> <li>• Overview of research-based writing</li> <li>• Identifying the topic</li> <li>• Locating information on the Internet</li> <li>• Avoiding plagiarism</li> <li>• Documenting your sources</li> </ul>	The Little Brown Handbook - Research Writing <a href="http://wps.ablongman.com/long_fowler_lbh_11/118/30450/7795223.cw/index.html">http://wps.ablongman.com/long_fowler_lbh_11/118/30450/7795223.cw/index.html</a>  A Quick Guide to Plagiarism (video) <a href="http://www.youtube.com/watch?v=VnTPv9PtOoo">http://www.youtube.com/watch?v=VnTPv9PtOoo</a>  Writing a Research Paper - Purdue Owl <a href="http://owl.english.purdue.edu/owl/resource/658/01/">http://owl.english.purdue.edu/owl/resource/658/01/</a>
	B	<b>Research Project</b> <ul style="list-style-type: none"> <li>• In class work on research project – individual and peer conferences</li> <li>• Draft research paper</li> </ul>	Research Paper Graphic Organizer <a href="http://www.inspiration.com/community/Inspiration-Graphic-Organizer-Research-Paper-Organizer">http://www.inspiration.com/community/Inspiration-Graphic-Organizer-Research-Paper-Organizer</a>
12	A	<b>Research Project</b> <ul style="list-style-type: none"> <li>• Editing guidelines</li> <li>• Oral presentation guidelines</li> <li>• Small group revision/editing review</li> </ul>	Writer's Web: Peer Editing - University of Richmond Writing Center <a href="http://writing2.richmond.edu/writing/wweb/peeredit.html">http://writing2.richmond.edu/writing/wweb/peeredit.html</a>
	B	<b>Research Project</b> Individual work on research projects	MLA Citations - Northern Virginia Community College <a href="http://novaonline.nvcc.edu/Eli/ENG111_MLACitations/MLACitation_finalv_version2/MLACitation_finalv_version2.html">http://novaonline.nvcc.edu/Eli/ENG111_MLACitations/MLACitation_finalv_version2/MLACitation_finalv_version2.html</a>
13	A	<b>Research Project Presentations</b> <ul style="list-style-type: none"> <li>• Peer review of individual writing samples</li> <li>• Review rules of Edited American English in Context</li> <li>• Identify thesis statement/supporting details</li> </ul>	Jacobs, Lynn F. & Hyman, Jeremy S. <i>15 Strategies for Giving Oral Presentations</i> . Professors' Guide. <a href="http://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations">http://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations</a>
	B	<b>Research Project Presentations</b> <ul style="list-style-type: none"> <li>• Peer review of individual writing samples</li> <li>• Review rules of Edited American English in context</li> <li>• Identify thesis statement/supporting details</li> </ul>	What Is Plagiarism? <a href="http://www.youtube.com/watch?v=4P05vgxDoPU&amp;feature=related">http://www.youtube.com/watch?v=4P05vgxDoPU&amp;feature=related</a>
14	A	<b>Writing on Demand</b> <ul style="list-style-type: none"> <li>• Unpacking a prompt</li> <li>• Organizing ideas</li> <li>• Timed writing rubric</li> <li>• Examining a model essay</li> </ul>	<i>Sample GED® Essays</i> . Official GED® Practice Tests Administrator's Manual. Steck-Vaughn Publishing.

## Michigan Transition Syllabi

		<ul style="list-style-type: none"> <li>Revising and editing the timed essay</li> </ul>	
	B	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>Test-Taking Strategies</li> <li>Unpacking Writing Prompts</li> <li>Writing Rubrics</li> <li>Practice Items with Discussion</li> </ul>	<p>GED® Test Taking Tips – General and Writing. LiteracyLink KET.  <a href="http://litlink.ket.org/tips/general/tip_gen1.htm">http://litlink.ket.org/tips/general/tip_gen1.htm</a></p>
15	A	<p><b>Final</b>            Administration of Official GED® Practice Test, Language Arts, Writing</p>	<p>Official GED® Practice Tests Administrator’s Manual. Steck-Vaughn Publishing.</p>
	B	<p><b>Final</b>            Administration of College Placement Test, including Writing Assessment (Determined by institution)  <b>Review of Results from Official GED® Practice Test, Language Arts, Writing and College Placement Test (Grammar and Writing)</b></p> <ul style="list-style-type: none"> <li>Discuss Types of Questions Correct</li> <li>Discuss Types of Questions Missed</li> <li>Question and Answer Segment to Provide Review of Missed Concepts</li> <li>Provide Supplemental Materials for Student Study to Support Improved Scores</li> </ul>	<p>Sample College Placement Test Sites            Accuplacer  <a href="http://www.collegeboard.com/student/testing/accuplacer/preparation-sample.html">http://www.collegeboard.com/student/testing/accuplacer/preparation-sample.html</a></p> <p>Compass  <a href="http://www.act.org/compass/sample/index.html">http://www.act.org/compass/sample/index.html</a></p>

# MICHIGAN TRANSITION SAMPLE READING SYLLABUS

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## Michigan Transition Syllabi

### Michigan Transition Program Sample Course Syllabus – GED® Transition Reading

Syllabi Areas	Sample Text
Instructor	<i>Name of Instructor and Title (if applicable)</i>
Office/Contact Information (include office location/office phone/email, etc.)	<i>Contact information (including the times that instructor will be available to be contacted)</i>
Days/Time/Location Class Meetings	Monday/Wednesday 6:00 – 8:30 p.m. Room 202
Course Description	The course provides a foundation for the various types of reading skills and demands required in college-level coursework. Emphasis is given to vocabulary, comprehension, critical reading, and flexibility of reading rates. Topics include: identifying the main idea, supporting details, and literal meaning of different genres, recognizing the author’s purpose and style, drawing and defending conclusions from written oral, or visual sources, comprehending, developing, and using concepts and generalizations, as well as recognizing differences between fact and opinion, defining unfamiliar words by using structure, content clues, and/or reference materials, . This GED® transition course is specifically designed for college-bound students.
Pre-Requisite	TABE scores of at least 10.0 (or corresponding scale score) on language, reading, and mathematics
Textbook	<i>Include information on the textbooks to be used in the course.</i>
Supplementary Materials	<i>Include information on supplementary materials to be used in the course.</i>
Modes of Instruction	<p>This course is presented in a combination of direct instruction and computer-assisted instruction. The heterogeneous model of this course will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Whole and small group instruction and activities, such as: discussions, lectures, guided learning groups, and learning centers</li> <li>• Individualized and differentiated instruction</li> <li>• Collaborative/peer learning</li> <li>• Project-based learning and presentation</li> <li>• Use of technology in online and research-based learning</li> </ul> <p>Students will meet twice a week. Students will participate in collaborative group activities, as well as working individually on assignments. Each class will incorporate mini-writes, modeling of instruction, guided groups, and independent work, such as journaling for reflection, essay writing, writing in response to text, research-based writing. It is imperative that you ask questions when you don’t understand the material.</p>
Course Assignments/Products	<p>Students are responsible for having in their portfolios:</p> <ul style="list-style-type: none"> <li>• Reflections on reading assignments</li> <li>• Timed reading assignments/graphs</li> <li>• Completed activities as assigned</li> </ul>
Grades	<p>Students will receive a statement reporting their grades/progress at week 8 and a final grade at week 15. Grading is based on:</p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Involvement in discussion and group activities</li> <li>• Completion and correctness of in-class and computer based</li> </ul>

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	<p>assignments</p> <ul style="list-style-type: none"> <li>• Tests and Quizzes</li> <li>• Assignments</li> </ul> <p>The grading scale to be used is:</p> <ul style="list-style-type: none"> <li>• S (Satisfactory) – Student will be awarded an S grade upon successful completion of the college placement test for placement into the College English/Writing course.</li> <li>• NG (Non-completion) – Students must register for the course again and receive a grade of completion.</li> <li>• IW (Instructor withdrawal) – Students who do not attend class at 85% of the required contact hours.</li> </ul>
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Communication	All written communication to and from your instructor will be through the institution’s email system. Students should check their email frequently each week.
Honor Code	<p>Academic honesty is expected of all GED® transition students. It is academically dishonest, for example, to misrepresent another person’s work as one’s own, to take credit for someone else’s work or ideas, to knowingly give or accept help on a test, to obtain advanced information on confidential test materials, or to intentionally harm another student’s chances for academic success. Proven academic dishonesty can include a zero on the assignment (for all parties involved), a failing grade for the assignment, and/or a referral to the administrative staff.</p> <p>When completing writing assignments, ensure proper attribution and citation when making references to the ideas of others. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else’s work in completing written assignments, referred to as plagiarism.</p>
Classroom Behavior	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1. Be on time for class and stay in class for the entire class period.</li> <li>2. Sign in and sign out each day.</li> <li>3. Notify their instructor or program supervisor in the event of absence or tardiness.</li> <li>4. Be responsible. Purchase your own textbook.</li> <li>5. Bring required book, paper, pencils, and a notebook to class.</li> <li>6. Bring all home-work assignments to class.</li> <li>7. Be respectful. Keep conversations/discussions at a level that will not disturb classmates. Turn your cell phone OFF or put it on vibrate.</li> <li>8. Stick to the business at hand . . . which is the business of building a more successful student . . . YOU!!</li> <li>9. Leave each class period having learned something new.</li> </ol>
Assigned Work Responsibilities	Students are responsible for all home-work assignments and class studies, whether they are present or absent from class
Accommodations	If you are entitled to accommodations for instruction or testing, please inform your instructor, your counselor, or the person with whom you have your intake interview.

## Michigan Transition Syllabi

### Michigan Transition Program Sample Student Contract

My signature indicates that I have read the course syllabus and understand what is expected of me to be successful in this course.

1. Regular attendance. The 85% attendance policy will be strictly enforced. A student cannot miss more than 9 contact hours.
2. A student will sign in and sign out at the end of each class.
3. A student will demonstrate mastery level of 80% or higher. A student will complete assignments at mastery level.
4. A student will be responsible for bringing required materials to class - book, paper, pencils, and notebook.
5. A student will participate in activities including use of computer-assisted instruction and collaborative group work.
6. A student will complete and submit all home-work assignments.
7. A students will be respectful, keeping conversations/discussions at a level that will not disturb classmates and turning cell phones on the vibrate mode.
8. A student gives permission to allow release of information for program research and possible press releases.

A signed copy of this document will remain in the student's folder.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Please note that when a completed syllabus is provided to students, it should also include assignments, as appropriate, and due dates for each assignment.

## Michigan Transition Syllabi

### Michigan Transition Program Sample GED® Transition Reading Course of Study

There are many different types of texts, lesson plans, computer-assisted courseware, online courseware, websites, videos, manipulatives, games, and activities that are appropriate for the Michigan Transition Program. The following is a sample course that encompasses a 15 week period. Topics appropriate for a Transition Reading Course are included, as well as sample texts, online resources, and additional resources specific to the topic area.

#### Sample Texts for Michigan Transition Reading Program:

- Cortina, Joe and Elder, Janet. *Opening Doors – Understanding College Reading* 6<sup>th</sup> Edition (2011). McGraw-Hill.
- Langan, John. *Groundwork for College Reading* (2008). Townsend Press.
- Winter, Gene. *Textcerpts: Mastering College Textbook Reading* (2007). Pearson Education.
- *Timed Readings*. Jamestown Press.

#### Other Resources:

- Frye, Edward and Kress, Jacqueline. *The Reading Teacher’s Book of Lists* (2006). Jossey-Bass.
- Kruidenier, John. *Research-Based Principles for Adult Basic Education Reading Instruction* (2002). The Partnership for Reading. [http://lincs.ed.gov/publications/pdf/adult\\_ed\\_02.pdf](http://lincs.ed.gov/publications/pdf/adult_ed_02.pdf)

#### Sample Course Outline

Week Number	Session	Content Areas/Topics	Resources (additional materials, websites, games, and ideas)
1	A	<b>Skills for College Success – Preparing and Organizing Yourself for Success in College</b> <ul style="list-style-type: none"> <li>• Setting your goals</li> <li>• Managing your time</li> <li>• Setting up a weekly study schedule</li> <li>• Making the most of your study time</li> </ul>	College Survival Skills - Clemson University <a href="http://www.clemson.edu/college_skills/index.htm">http://www.clemson.edu/college_skills/index.htm</a>
	B	<b>Introduction to the Reading Process</b> <ul style="list-style-type: none"> <li>• How did you learn to read?</li> <li>• Overview of effective reading skills</li> <li>• Previewing classroom textbooks</li> <li>• Introduction to timed reading process</li> </ul>	<b>Lesson 1B: So Many Texts</b>
2	A	<b>Developing Vocabulary Skills</b> <ul style="list-style-type: none"> <li>• Word roots</li> <li>• Prefixes</li> <li>• Suffixes</li> <li>• Relationships between words</li> <li>• Homonyms/homophones</li> <li>• Timed readings</li> </ul>	<b>Lesson 2A: Using Prefixes, Suffixes, and Root Words</b>
	B	<b>Developing Vocabulary Skills</b> <ul style="list-style-type: none"> <li>• Context clues in different types of reading materials                             <ul style="list-style-type: none"> <li>○ Definition clues</li> <li>○ Synonym clues</li> </ul> </li> </ul>	Using Context Clues - TV411 Reading <a href="http://www.tv411.org/lessons/cfm/reading.cfm?str=reading&amp;num=7&amp;act=1">http://www.tv411.org/lessons/cfm/reading.cfm?str=reading&amp;num=7&amp;act=1</a>

## Michigan Transition Syllabi

		<ul style="list-style-type: none"> <li>○ Contrast clues</li> <li>○ Experience clues</li> <li>○ Example clues</li> <li>● Dictionary/thesaurus use</li> <li>● Timed readings</li> </ul>	
3	A	<b>Improving Comprehension – Pre-Reading Strategies</b> <ul style="list-style-type: none"> <li>● Setting a purpose</li> <li>● Activating prior knowledge</li> <li>● Previewing different types of texts</li> <li>● Timed readings</li> </ul>	<b>Lesson 3A: TIPP?</b>
	B	<b>Improving Comprehension – Pre-Reading Strategies</b> <ul style="list-style-type: none"> <li>● Determining the author’s purpose</li> <li>● Using prediction</li> <li>● Selecting a strategy for specific reading materials</li> <li>● Timed readings</li> </ul>	Teaching Reading to Adults - The Virginia Adult Learning Resource Center <a href="http://adultliteracytutor3.blogspot.com/">http://adultliteracytutor3.blogspot.com/</a>
4	A	<b>Improving Comprehension – During Reading Strategies</b> <ul style="list-style-type: none"> <li>● SQ3R</li> <li>● Monitoring understanding</li> <li>● Changing reading rates</li> <li>● Questioning strategies</li> <li>● Timed readings</li> </ul>	SQ3R - Study Guides and Strategies <a href="http://www.studygs.net/texred2.htm">http://www.studygs.net/texred2.htm</a>  SQ3R: A Great Reading and Studying Technique - College Board <a href="http://www.collegeboard.com/student/plan/college-success/26666.html">http://www.collegeboard.com/student/plan/college-success/26666.html</a>  Four Reading Rates - College Reading Skills Program from Cal Poly Pomona <a href="http://www.csupomona.edu/~crsp/handouts/reading_rates.html">http://www.csupomona.edu/~crsp/handouts/reading_rates.html</a>
	B	<b>Improving Comprehension – During Reading Strategies</b> <ul style="list-style-type: none"> <li>● Signal words</li> <li>● Inference</li> <li>● Timed readings</li> </ul>	<b>Lesson 4B: Can You Get the Signal?</b>
5	A	<b>Improving Comprehension – After Reading Strategies</b> <ul style="list-style-type: none"> <li>● Identifying main idea and relevant details</li> <li>● Analyzing and evaluating important information</li> <li>● Summarizing</li> <li>● Timed readings</li> </ul>	Summarizing - ReadingQuest.org <a href="http://www.readingquest.org/strat/summarize.html">http://www.readingquest.org/strat/summarize.html</a>
	B	<b>Improving Comprehension – After Reading Strategies</b> <ul style="list-style-type: none"> <li>● Drawing conclusions</li> <li>● Developing note cards</li> <li>● Timed readings</li> </ul>	<b>Lesson 5B: Organizing Ideas for Meaning</b>
6	A	<b>Review of Question Types on GED® test, Reading, Social Studies, Science and College Placement Tests</b> <ul style="list-style-type: none"> <li>● Types of questions</li> </ul>	GED Testing Service® <a href="http://www.acenet.edu/Content/NavigationMenu/ged/test/la_wri">http://www.acenet.edu/Content/NavigationMenu/ged/test/la_wri</a>

## Michigan Transition Syllabi

		<ul style="list-style-type: none"> <li>Overview of reading in the content area</li> <li>Sample questions</li> <li>Timed readings</li> </ul>	<a href="#">ting_1.htm</a>  <a href="http://www.acenet.edu/Content/NavigationMenu/ged/test/prep/sample_questions.htm">http://www.acenet.edu/Content/NavigationMenu/ged/test/prep/sample_questions.htm</a>
	B	<b>Review of Question Types on GED® test, Reading, Social Studies, Science and College Placement Tests</b> <ul style="list-style-type: none"> <li>Types of questions</li> <li>Overview of reading in the content area</li> <li>Sample questions</li> <li>Timed readings</li> </ul>	GED Testing Service® <a href="http://www.acenet.edu/Content/NavigationMenu/ged/test/la_writing_1.htm">http://www.acenet.edu/Content/NavigationMenu/ged/test/la_writing_1.htm</a>  <a href="http://www.acenet.edu/Content/NavigationMenu/ged/test/prep/sample_questions.htm">http://www.acenet.edu/Content/NavigationMenu/ged/test/prep/sample_questions.htm</a>
7	A	<b>Literary Genres</b> <ul style="list-style-type: none"> <li>Identifying different genres</li> <li>Determining author’s purpose</li> <li>Types of figurative language</li> <li>Timed readings</li> </ul>	Figurative Language <a href="http://www.youtube.com/watch?v=x3bBLnpg7M">http://www.youtube.com/watch?v=x3bBLnpg7M</a>
	B	<b>Reading Different Types of Literature</b> <ul style="list-style-type: none"> <li>Types – fiction, non-fiction, poetry, drama</li> <li>Identifying figurative language</li> <li>Timed readings</li> </ul>	Literature: What Makes a Good Short Story? - Annenberg Foundation <a href="http://www.learner.org/interactives/literature/index.html">http://www.learner.org/interactives/literature/index.html</a>
8	A	<b>Review</b>	
	B	<b>Mid-Course Assessment</b>	
9	A	<b>Graphic Literacy</b> <ul style="list-style-type: none"> <li>Guidelines for Interpreting Graphs and Visual Aids               <ul style="list-style-type: none"> <li>Charts and tables</li> <li>Bar graphs</li> <li>Line graphs</li> <li>Pie charts</li> </ul> </li> <li>Timed readings</li> </ul>	Graphs and Charts - BBC Skillswise <a href="http://www.bbc.co.uk/skillswise/numbers/handlingdata/graphs_and_charts/index.shtml">http://www.bbc.co.uk/skillswise/numbers/handlingdata/graphs_and_charts/index.shtml</a>  Create a Graph – NCES <a href="http://nces.ed.gov/nceskids/graphing/index.asp">http://nces.ed.gov/nceskids/graphing/index.asp</a>
	B	<b>Graphic Literacy</b> <ul style="list-style-type: none"> <li>Guidelines for Interpreting Graphs/Visuals               <ul style="list-style-type: none"> <li>Photographs</li> <li>Diagrams</li> <li>Maps</li> <li>Editorial cartoons</li> </ul> </li> <li>Timed readings</li> </ul>	<b>Lesson 9B: Editorial Cartoons</b>
10	A	<b>Reading in the Content Area: Social Studies</b> <ul style="list-style-type: none"> <li>Sample texts</li> <li>Historical documents</li> <li>Applying reading strategies to content areas</li> <li>Timed readings</li> </ul>	Making Sense of Social Studies - Reading Quest.Org <a href="http://www.readingquest.org/">http://www.readingquest.org/</a>  A Roadmap to the U. S. Constitution <a href="http://library.thinkquest.org/11572/">http://library.thinkquest.org/11572/</a>  The History Channel <a href="http://www.historychannel.com/">http://www.historychannel.com/</a>

## Michigan Transition Syllabi

	B	<b>Reading in the Content Area: Science</b> <ul style="list-style-type: none"> <li>• Sample texts</li> <li>• Graphics – process diagrams</li> <li>• Scientific method - hypothesizing</li> <li>• Applying reading strategies to content areas</li> <li>• Timed readings</li> </ul>	<p>15 Strategies for Reading Popular Science Text  <a href="http://mmsa.org/uploads/visual_edit/secondary-reading-strategies.pdf">http://mmsa.org/uploads/visual_edit/secondary-reading-strategies.pdf</a></p> <p>ABC Science  <a href="http://www.abc.net.au/science/">http://www.abc.net.au/science/</a></p> <p>Franklin Institute  <a href="http://www.fi.edu/learn/index.php">http://www.fi.edu/learn/index.php</a></p>
11	A	<b>Introduction to Research</b> <ul style="list-style-type: none"> <li>• How to search the World Wide Web</li> <li>• Evaluating information from the Internet</li> <li>• Accessing and downloading information</li> <li>• Timed readings</li> </ul>	<p>Evaluating Web Sites Tutorial  <a href="http://www.youtube.com/watch?v=J_qR5lpnXBE&amp;feature=related">http://www.youtube.com/watch?v=J_qR5lpnXBE&amp;feature=related</a></p>
	B	<b>Review of Reading Strategies - Putting It All Together</b> <ul style="list-style-type: none"> <li>• Practice in reading different types and lengths of text with comprehension</li> <li>• Timed readings</li> </ul>	<p>Main Idea Song - Learning Upgrade  <a href="http://www.youtube.com/watch?v=W24RyhtX1qA&amp;playnext=1&amp;list=PL25855ACC7AB028A6">http://www.youtube.com/watch?v=W24RyhtX1qA&amp;playnext=1&amp;list=PL25855ACC7AB028A6</a></p>
12	A	<b>Using Effective Reading Skills for College Texts</b> <ul style="list-style-type: none"> <li>• Students select a chapter from a college-level text in an area of interest or sample chapters are provided to students from different reading texts from which they can select</li> <li>• Have students read the chapter and prepare an oral presentation that provides the class with the important information gained from the reading material</li> <li>• Students may use visual aids, PowerPoint, graphics, etc. for their presentations</li> <li>• Timed readings</li> </ul>	<p>Strategies for Critical Reading and Writing - Dan Kurland  <a href="http://www.criticalreading.com/">http://www.criticalreading.com/</a></p>
	B	<b>Class Work Session</b> <ul style="list-style-type: none"> <li>• Reading of chapter</li> <li>• Creation of oral presentation</li> <li>• Timed readings</li> </ul>	<p>Killer Presentation Skills  <a href="http://www.youtube.com/watch?v=whTwjG4ZIJg">http://www.youtube.com/watch?v=whTwjG4ZIJg</a></p> <p>Koegel, Timothy J. <i>The Exceptional Presenter</i> (2007). Greenleaf Book Press.</p>
13	A	<b>Oral Presentations – It’s an Important Skill!</b> <ul style="list-style-type: none"> <li>• Peer review of oral presentations on individual presentations</li> <li>• Timed readings</li> </ul>	
	B	<b>Oral Presentations – It’s an Important Skill!</b> <ul style="list-style-type: none"> <li>• Peer review of oral presentations on individual presentations</li> <li>• Timed readings</li> </ul>	

## Michigan Transition Syllabi

14	A	<p><b>Class Notes</b></p> <ul style="list-style-type: none"> <li>• Why should I take notes?</li> <li>• Sample formats for taking notes from class lectures                             <ul style="list-style-type: none"> <li>○ Cornell Notes</li> <li>○ Outlining</li> <li>○ Note cards</li> <li>○ Identifying the main idea/theme and relevant details</li> </ul> </li> <li>• Timed readings</li> </ul>	<p>Classes: Notetaking, Listening, Participation - Dartmouth College  <a href="http://www.dartmouth.edu/~acskills/success/notes.html">http://www.dartmouth.edu/~acskills/success/notes.html</a></p>
	B	<p><b>Review</b></p> <ul style="list-style-type: none"> <li>• Skills for GED® test - Social Studies, Science, and Reading</li> <li>• Final timed reading – check beginning and ending rate</li> </ul>	<p>GED® Test Taking Tips – General and Reading, Social Studies, and Science - LiteracyLink KET  <a href="http://litlink.ket.org/tips/general/tip_gen1.htm">http://litlink.ket.org/tips/general/tip_gen1.htm</a></p>
15	A	<p><b>Final</b>                      Administration of Official GED® Practice Test, Reading, Social Studies, and Science</p>	<p>Official GED® Practice Test Administrator’s Manual. Steck-Vaughn Publishing.</p>
	B	<p><b>Final</b>                      Administration of College Placement Test, Reading (Determined by institution)  <b>Review of Results from Official GED® Practice Test, Language Arts, Writing and College Placement Test (Grammar and Writing)</b></p> <ul style="list-style-type: none"> <li>• Discuss Types of Questions Correct</li> <li>• Discuss Types of Questions Missed</li> <li>• Question and Answer Segment to Provide Review of Missed Concepts</li> <li>• Provide Supplemental Materials for Student Study to Support Improved Scores</li> </ul>	<p>Sample College Placement Test Sites                      Accuplacer  <a href="http://www.collegeboard.com/student/testing/accuplacer/preparation-sample.html">http://www.collegeboard.com/student/testing/accuplacer/preparation-sample.html</a></p> <p>Compass  <a href="http://www.act.org/compass/sample/index.html">http://www.act.org/compass/sample/index.html</a></p>

# MICHIGAN TRANSITION SAMPLE MATHEMATICS SYLLABUS

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Michigan Transition Syllabi

**Michigan Transition Program**  
**Sample Course Syllabus – GED® Transition Mathematics**

Syllabi Areas	Sample Text
Instructor	<i>Name of Instructor and Title (if applicable)</i>
Office/Contact Information (include office location/office phone/email, etc.)	<i>Contact information (including the times that instructor will be available to be contacted)</i>
Days/Time/Location Class Meetings	Monday/Wednesday 6:00 – 8:30 p.m. Room 202
Course Description	This course provides a foundation in mathematics for a successful transition to intermediate algebra at the college level. Topics include topics covered in a college preparatory introductory algebra course. This GED® transition course is specifically designed for college-bound students.
Pre-Requisite	TABE scores of at least 10.0 (or corresponding scale score) on language, reading, and mathematics
Textbook	<i>Include information on the textbooks to be used in the course.</i>
Supplementary Materials	<i>Include information on supplementary materials to be used in the course.</i>
Modes of Instruction	<p>This course is presented in a combination of direct instruction and computer-assisted instruction. The heterogeneous model of this course will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Whole and small group instruction and activities, such as: discussions, lectures, guided learning groups, and learning centers</li> <li>• Individualized and differentiated instruction</li> <li>• Collaborative/peer learning</li> <li>• Project-based learning and presentation</li> <li>• Use of technology in online and research-based learning</li> </ul> <p>Students will meet twice a week. Students will participate in collaborative group activities, as well as working individually on assignments. It is imperative that you ask questions when you don't understand the material.</p>
Grades	<p>Students will receive a statement reporting their grades/progress at week 8 and a final grade at week 15. Grading is based on:</p> <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Involvement in discussion and group activities</li> <li>• Completion and correctness of in-class and computer based assignments</li> <li>• Tests and Quizzes</li> <li>• Assignments</li> </ul> <p>The grading scale to be used is:</p> <ul style="list-style-type: none"> <li>• S (Satisfactory) – Student will be awarded an S grade upon successful completion of the college placement test for placement into the College Algebra course.</li> <li>• NG (Non-completion) – Students must register for the course again and receive a grade of completion.</li> <li>• IW (Instructor withdrawal) – Students who do not attend class at</li> </ul>

## Michigan Transition Syllabi

	85% of the required contact hours.
Attendance	Attendance is critical to success in completing this program. If you are not able to attend class due to an emergency, you must contact your instructor by email. Students must attend a minimum of 85% of the required contact hours. Students must sign in upon arrival and sign out at the end of class. Signing in and immediately leaving will be recorded as an absence.
Communication	All written communication to and from your instructor will be through the institution's email system. Students should check their email frequently each week.
Honor Code	<p>Academic honesty is expected of all GED® transition students. It is academically dishonest, for example, to misrepresent another person's work as one's own, to take credit for someone else's work or ideas, to knowingly give or accept help on a test, to obtain advanced information on confidential test materials, or to intentionally harm another student's chances for academic success. Proven academic dishonesty can include a zero on the assignment (for all parties involved), a failing grade for the assignment, and/or a referral to the administrative staff.</p> <p>When completing writing assignments, ensure proper attribution and citation when making references to the ideas of others. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work in completing written assignments, referred to as plagiarism.</p>
Classroom Behavior	<p>Students are expected to:</p> <ol style="list-style-type: none"> <li>1. Be on time for class and stay in class for the entire class period.</li> <li>2. Sign in and sign out each day.</li> <li>3. Notify their instructor or program supervisor in the event of absence or tardiness.</li> <li>4. Be responsible. Purchase your own textbook.</li> <li>5. Bring required book, paper, pencils, and a notebook to class.</li> <li>6. Bring all home-work assignments to class.</li> <li>7. Be respectful. Keep conversations/discussions at a level that will not disturb classmates. Turn your cell phone OFF or put it on vibrate.</li> <li>8. Stick to the business at hand . . . which is the business of building a more successful student . . . YOU!!</li> <li>9. Leave each class period having learned something new.</li> </ol>
Assigned Work Responsibilities	Students are responsible for all home-work assignments and class studies, whether they are present or absent from class
Accommodations	If you are entitled to accommodations for instruction or testing, please inform your instructor, your counselor, or the person with whom you have your intake interview.

## Michigan Transition Syllabi

### Michigan Transition Program Sample Student Contract

My signature indicates that I have read the course syllabus and understand what is expected of me to be successful in this course.

1. Regular attendance. The 85% attendance policy will be strictly enforced. A student cannot miss more than 9 contact hours.
2. A student will sign in and sign at the end of each class.
3. A student will demonstrate mastery level of 80% or higher. A student will complete assignments at mastery level.
4. A student will be responsible for bringing required materials to class - book, paper, pencils, and notebook.
5. A student will participate in activities including use of computer-assisted instruction and collaborative group work.
6. A student will complete and submit all home-work assignments.
7. A students will be respectful, keeping conversations/discussions at a level that will not disturb classmates and turning cell phones on the vibrate mode.
8. A student gives permission to allow release of information for program research and possible press releases.

A signed copy of this document will remain in the student's folder.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_

Please note that when a completed syllabus is provided to students, it should also include assignments, as appropriate, and due dates for each assignment.

## Michigan Transition Syllabi

### Michigan Transition Program Sample GED® Transition Mathematics Course of Study

There are many different types of texts, lesson plans, computer-assisted courseware, online courseware, websites, videos, manipulatives, games, and activities that are appropriate for the Michigan Transition Program. The following is a sample course that encompasses a 15 week period. Topics appropriate for a Transition Mathematics Course are included, as well as sample texts, online resources, and additional resources specific to the topic area.

#### Sample Texts for Michigan Transition Mathematics Program:

- Dugopolski, Mark. Elementary Algebra – 6<sup>th</sup> Edition (2009). McGraw-Hill Higher Education.
- Lial, Margaret; Hornsby, John; and McGinnis, Terry. Beginning Algebra – 10<sup>th</sup> Edition (2007). Pearson/Addison Wesley.
- Kennedy, Paul. Transitions Preparing for College Algebra (2010). Steck-Vaughn/HMH Supplemental Publishers.
- Tobey, John & Slater, Jeffery. Beginning Algebra – 7<sup>th</sup> Edition (2010). Prentice Hall/Pearson.

#### Other Resources:

- Algebra 1 Online – Henrico County Public Schools Virginia – <http://teachers.henrico.k12.va.us/math/hcpsalgebra1/modules.html>
- Beginning Algebra Virtual Math Lab – West Texas A and M University – [http://www.wtamu.edu/academic/anns/mps/math/mathlab/beg\\_algebra/index.htm](http://www.wtamu.edu/academic/anns/mps/math/mathlab/beg_algebra/index.htm)
- Khan Academy – [www.khanacademy.org/](http://www.khanacademy.org/)
- Pre-Algebra and Algebra. Standard Deviants DVD Interactive. Cerebellum Corporation – [www.standandarddeviants.com](http://www.standandarddeviants.com)
- The Math Dude - [http://www.montgomeryschoolsmd.org/departments/itv/MathDude/MD\\_Downloads.shtm](http://www.montgomeryschoolsmd.org/departments/itv/MathDude/MD_Downloads.shtm)
- Purple Math – <http://www.purplemath.com/>
- Algebra.help – <http://www.algebrahelp.com>
- National Library of Virtual Manipulatives – <http://nlvm.usu.edu/en/nav/vlibrary.html>
- College Preparatory Mathematics - <http://cpm.org/>

## Michigan Transition Syllabi

### Sample Course Outline

Week Number	Session	Content Areas/Topics	Resources (additional materials, websites, games, and ideas)
1	A	<b>Introduction to Real Numbers</b> <ul style="list-style-type: none"> <li>• Why Do I Need Algebra?</li> <li>• Journaling – An Important Part of Understanding</li> <li>• Review of Textbook(s) and Online Materials</li> <li>• Let’s Review! - Real Numbers and Their Properties</li> </ul>	<b>Lesson 1A: Journaling</b>
	B	<b>Let’s Review!</b> <ul style="list-style-type: none"> <li>• Order of Operations</li> <li>• Addition and Subtraction of Real Numbers                             <ul style="list-style-type: none"> <li>○ whole numbers</li> <li>○ fractions</li> <li>○ decimals</li> </ul> </li> <li>• Multiplication and Division of Real Numbers                             <ul style="list-style-type: none"> <li>○ whole numbers</li> <li>○ fractions</li> <li>○ decimals</li> </ul> </li> </ul>	The following provide access to free worksheets for review:  AAAMath. <a href="http://aaamath.com/">http://aaamath.com/</a>  Aplus Math <a href="http://www.aplusmath.com">http://www.aplusmath.com</a>
2	A	<b>Let’s Review!</b> <ul style="list-style-type: none"> <li>• Using Percent</li> <li>• Rounding and Estimation                             <ul style="list-style-type: none"> <li>○ strategies</li> <li>○ application to real-world situations</li> </ul> </li> <li>• Using the Tools of Math – Activities with the Casio 260 <i>fx</i>-solar Calculator</li> </ul>	GED® Sample Test Questions Using the Calculator: Casio <i>fx</i> -260 <a href="http://www.acenet.edu/Content/NavigationMenu/ged/test/math-calculator.htm">http://www.acenet.edu/Content/NavigationMenu/ged/test/math-calculator.htm</a>
	B	<b>Expressions</b> <ul style="list-style-type: none"> <li>• Definition of Variables, Expressions, and Equations</li> <li>• Properties of Real Numbers</li> <li>• Using Properties to Simplify Expressions</li> </ul>	Math Is Fun – Use the balance beam to simplify expressions. <a href="http://www.mathsisfun.com/algebra/add-subtract-balance.html">http://www.mathsisfun.com/algebra/add-subtract-balance.html</a>
3	A	<b>Linear Equations Using One Variable</b> <ul style="list-style-type: none"> <li>• Properties of Real Numbers                             <ul style="list-style-type: none"> <li>○ addition property of equality</li> <li>○ multiplication property of equality</li> </ul> </li> <li>• Solving Linear Equations Using One Variable</li> </ul>	Equation Buster - MathsNet <a href="http://mathsnet.net/algebra/equation.html">http://mathsnet.net/algebra/equation.html</a>  Solving Equations Jeopardy Style - Quia <a href="http://www.quia.com/cb/77775.html">http://www.quia.com/cb/77775.html</a>
	B	<b>Using Formulas</b> <ul style="list-style-type: none"> <li>• Translating Verbal Expressions into Algebraic Expressions</li> <li>• Using Substitution</li> <li>• Applying Algebraic Thinking to the Real World</li> </ul>	<b>Lesson 3B: Substitution</b>
4	A	<b>Solving Equations with Inequalities</b> <ul style="list-style-type: none"> <li>• Writing Inequalities</li> <li>• Solving Inequalities by Addition or Subtraction</li> <li>• Solving Inequalities by Multiplication or Division</li> </ul>	<b>Lesson 4A: Inequalities</b>

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	B	<b>Solving Equations with Inequalities</b> <ul style="list-style-type: none"> <li>Solving Multi-Step Inequalities</li> <li>Interpreting Word Problems by Finding Essential and Non-Essential Information</li> <li>Graphing Inequalities</li> </ul>	Solving Multi-Step Inequalities - Brightstorm <a href="http://www.brightstorm.com/math/algebra/solving-and-graphing-inequalities/solving-and-graphing-multistep-inequalities">http://www.brightstorm.com/math/algebra/solving-and-graphing-inequalities/solving-and-graphing-multistep-inequalities</a>
5	A	<b>Solving Linear Equations in Two Variables</b> <ul style="list-style-type: none"> <li>Introduction to Coordinate Planes</li> <li>Reading Graphs: Linear Equations in Two Variables</li> <li>Determining Relationships of Variables</li> <li>Creating Tables and Graphing Lines on Coordinate Planes</li> </ul>	Introduction to Coordinate Plane Game <a href="http://www.crctlessons.com/coordinate-plane-game.html">http://www.crctlessons.com/coordinate-plane-game.html</a>
	B	<b>Slope/Intercept</b> <ul style="list-style-type: none"> <li>Definition of Terms – slope, point, x- and y-intercepts, point-slope, slope-intercept,</li> <li>Solving Equations in Slope-Intercept Form</li> </ul>	Slope Intercept Jeopardy Game <a href="http://www.chaoticgolf.com/pptlessons/ch5revalg1.ppt">http://www.chaoticgolf.com/pptlessons/ch5revalg1.ppt</a>
6	A	<b>Systems of Linear Equations</b> <ul style="list-style-type: none"> <li>Solving Systems of Linear Equations by Graphing Method</li> <li>Solving Systems of Linear Equations by Substitution Method</li> <li>Solving Systems of Linear Equations by Addition Method</li> </ul>	How to Solve Systems of Equations <a href="http://www.crctlessons.com/how-to-solve-systems-of-equations.html">http://www.crctlessons.com/how-to-solve-systems-of-equations.html</a>
	B	<b>Systems of Linear Equations</b> <ul style="list-style-type: none"> <li>Review of Different Methods Of Solving Linear Equations</li> <li>Graphing Linear Equations and Inequalities</li> </ul>	Graphing Linear Equations <a href="http://www.crctlessons.com/graphing-linear-equations.html">http://www.crctlessons.com/graphing-linear-equations.html</a>
7	A	<b>Laws of Exponents and Order of Operations</b> <ul style="list-style-type: none"> <li>Rules of Exponents                             <ul style="list-style-type: none"> <li>product rules</li> <li>power rules</li> </ul> </li> <li>Reading Negative Exponents and Scientific Notation</li> </ul>	<b>Lesson 7A: Exponents</b>
	B	<b>Order of Operations with Exponents</b> <ul style="list-style-type: none"> <li>Adding and Subtracting Exponents</li> <li>Multiplying and Dividing Exponents</li> </ul>	Exponent Rules Math. Learning Upgrade. <a href="http://www.youtube.com/watch?v=VQsQj1Q_CMQ">http://www.youtube.com/watch?v=VQsQj1Q_CMQ</a>
8	A	<b>Review</b>	
	B	<b>Mid-Course Assessment</b>	
9	A	<b>Polynomials</b> <ul style="list-style-type: none"> <li>Adding and Subtracting Monomials</li> <li>Definition of Polynomials</li> <li>Adding and Subtracting Polynomials</li> </ul>	Beginning Algebra Tutorial on Adding and Subtracting Polynomials - Virtual Math Lab. West Texas A & M University <a href="http://www.wtamu.edu/academic/anns/mps/math/mathlab/beg_algebra/beg_alg_tut27_addpoly.htm">http://www.wtamu.edu/academic/anns/mps/math/mathlab/beg_algebra/beg_alg_tut27_addpoly.htm</a>
	B	<b>Polynomials</b> <ul style="list-style-type: none"> <li>Multiplying and Dividing Monomials</li> <li>Multiplying a Monomial and Polynomial</li> </ul>	Multiplying Polynomials – Brightstorm <a href="http://www.brightstorm.com/math/algebra/polynomials-">http://www.brightstorm.com/math/algebra/polynomials-</a>

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		<ul style="list-style-type: none"> <li>• Multiplying Polynomials</li> <li>• Dividing Polynomials</li> </ul>	<a href="#">2/multiplying-polynomials-using-area-models</a>
10	A	<b>Operations with Monomials and Polynomials</b> <ul style="list-style-type: none"> <li>• Review of Addition, Subtraction, Multiplication, and Division of Monomials and Polynomials</li> </ul>	Review Polynomials <a href="http://www.superteachertools.com/jeopardy/usergames/Nov201046/game1290399812.php">http://www.superteachertools.com/jeopardy/usergames/Nov201046/game1290399812.php</a>
	B	<b>Factoring</b> <ul style="list-style-type: none"> <li>• Determining Common Factors</li> <li>• Factoring Out Common Factors</li> <li>• Factoring Difference of Squares</li> </ul>	Factoring the Jeopardy Way – Quia <a href="http://www.ilovemath.org/index.php?option=com_frontpage&amp;Itemid=1">http://www.ilovemath.org/index.php?option=com_frontpage&amp;Itemid=1</a>
11	A	<b>Factoring</b> <ul style="list-style-type: none"> <li>• Trinomials – <math>ax^2 + bx + c</math> with <math>a = 1</math> and <math>a \neq 1</math></li> </ul>	Virtual Algebra Tiles – Factoring Trinomials. Michigan Virtual University <a href="http://media.mivu.org/mvu_pd/a4a/homework/applets_factoring.html">http://media.mivu.org/mvu_pd/a4a/homework/applets_factoring.html</a>
	B	<b>Factoring</b> <ul style="list-style-type: none"> <li>• Introduction to Quadratic Equations</li> <li>• Solving Quadratic Equations through Factoring</li> </ul>	Solving Quadratic Equations. The Math Dude. MCPS. TV. <a href="http://www.montgomeryschoolsmd.org/departments/itv/mathdude/MD_Algebra1_7-2.shtm">http://www.montgomeryschoolsmd.org/departments/itv/mathdude/MD_Algebra1_7-2.shtm</a>
12	A	<b>Radical Expressions</b> <ul style="list-style-type: none"> <li>• Introduction to Radical Expressions</li> <li>• Square Roots - Simplifying</li> <li>• Reducing Radical Expressions</li> </ul>	Rags to Riches - Simplifying Radical Expressions - Quia <a href="http://media.mivu.org/mvu_pd/a4a/homework/applets_factoring.html">http://media.mivu.org/mvu_pd/a4a/homework/applets_factoring.html</a>
	B	<b>Radical Expressions</b> <ul style="list-style-type: none"> <li>• Adding and Subtracting Radical Expressions</li> <li>• Multiplying and Dividing Radical Expressions</li> <li>• Finding the Lowest Common Denominator</li> </ul>	Radical Expressions and Equations - I Love Math <a href="http://www.ilovemath.org/index.php?option=com_docman&amp;task=cat_view&amp;gid=47">http://www.ilovemath.org/index.php?option=com_docman&amp;task=cat_view&amp;gid=47</a>
13	A	<b>Radical Expressions</b> <ul style="list-style-type: none"> <li>• The Pythagorean Theorem</li> <li>• Direct and Inverse Variation</li> </ul>	<b>Lesson 13A: Exponents</b>
	B	<b>Quadratic Equations</b> <ul style="list-style-type: none"> <li>• Introduction to Quadratic Equations</li> <li>• Solving Quadratic Equations                             <ul style="list-style-type: none"> <li>○ Square Root Property</li> <li>○ Completing the Square</li> <li>○ Quadratic Formula</li> </ul> </li> </ul>	Solving Quadratic Equations. <i>The Math Dude</i> . MCPS TV. <a href="http://www.montgomeryschoolsmd.org/departments/itv/mathdude/MD_Algebra1_7-2.shtm">http://www.montgomeryschoolsmd.org/departments/itv/mathdude/MD_Algebra1_7-2.shtm</a>
14	A	<b>Quadratic Equations</b> <ul style="list-style-type: none"> <li>• Using the Quadratic Formula to Find Solutions</li> <li>• Graphing Quadratic Equations</li> <li>• Applying Quadratic Expressions to Real-World Situations</li> </ul>	Quadratic Equations and Functions - The Futures Channel <a href="http://www.thefutureschannel.com/algebra/quadratic-equations-functions.php">http://www.thefutureschannel.com/algebra/quadratic-equations-functions.php</a>
	B	<b>Review</b> <ul style="list-style-type: none"> <li>• Test-Taking Strategies</li> <li>• Practice Items with Discussion</li> </ul>	Algebra Review <a href="http://www.mathbits.com/MathBits/PPT/Algebrapart2.html">http://www.mathbits.com/MathBits/PPT/Algebrapart2.html</a>  GED® Test Taking Tips: General and Math - LiteracyLink KET

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			<a href="http://litlink.ket.org/tips/general/tip_gen1.htm">http://litlink.ket.org/tips/general/tip_gen1.htm</a>
15	A	<b>Final</b> Administration of Official GED® Practice Test	Official GED® Practice Test Administrator’s Manual. Steck-Vaughn Publishing.
	B	<b>Final</b> Administration of College Placement Test (Determined by institution) <b>Review of Results from Official GED® Practice Test and College Placement Test</b> <ul style="list-style-type: none"> <li>• Discuss Types of Questions Correct</li> <li>• Discuss Types of Questions Missed</li> <li>• Question and Answer Segment to Provide Review of Missed Concepts</li> <li>• Provide Supplemental Materials for Student Study to Support Improved Scores</li> </ul>	Sample College Placement Test Sites Accuplacer <a href="http://www.collegeboard.com/student/testing/accuplacer/preparation-sample.html">http://www.collegeboard.com/student/testing/accuplacer/preparation-sample.html</a>  Compass <a href="http://www.act.org/compass/sample/index.html">http://www.act.org/compass/sample/index.html</a>

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