



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, Non-Degree Applicable, 2008-2009

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1: Developmental Communications
3. COURSE NUMBER: 20
4. COURSE TITLE: Fundamentals of Reading and Writing
5. UNITS: 6
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course introduces essential and effective reading strategies and study skills. Emphasis is on phonics and word parts, dictionary use, parts of speech, reading fluency and reading comprehension.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course introduces essential and effective reading strategies and study skills. Emphasis is on phonics and word parts, dictionary use, parts of speech, and reading comprehension.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 1993
OUTLINE APPROVAL DATE: 1/27/09

- 9. UPDATES, IF EXISTING COURSE: (check all applicable boxes):

- Content Last Update: 1/27/09
Objectives Last Update: 1/27/09
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update: 1/27/09

New course description; end advisory

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

**10. CLASS HOURS:**

|                              | "Standard Hours" per Week (based on 18 weeks) | Total Hours per Term (hrs per week x 18) | Units |
|------------------------------|---|--|-------|
| Lecture:                     | 6   | 54                                       | 6.00  |
| Lab/activity (w/ homework)   |   |  |       |
| Lab/activity (w/o homework): |   |  |       |
|                              | 6   | 108                                      | 6.00  |

**Note:** The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

**11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT**

**Note:** The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

. Prerequisites: **None** (If Yes, complete information below)

| Subject | Number | Course Title | Units | Validation Approval Date (official use only) |
|---------|--------|--------------|-------|--|
|         |        |              |       |  |

. Corequisite: **None** (If Yes, complete information below)

| Subject | Number | Course Title | Units | Validation Approval Date (official use only) |
|---------|--------|--------------|-------|--|
|         |        |              |       |  |

. Advisories: **None** (If Yes, complete information below)

| Subject | Number | Course Title                       | Units | Validation Approval Date (official use only) |
|---------|--------|------------------------------------|-------|--|
|         |        |                                    |       |  |
| DEV COM | 28     | Fundamentals of Reading Laboratory | 1     | 1/27/09<br>(Previously 11/17/98)             |

**end**

**(Rationale: The curriculum of the advisory has been incorporated into updated curriculum of DEV COM 21 and 23.)**

**12. REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **1 One** (see: Section V, #9)

**13. OTHER LIMITATIONS ON ENROLLMENT** (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

| COURSE CONTENT AND SCOPE – <b>Lecture:</b><br>If applicable, <b>outline</b> the topics included in the lecture portion of the course ( <b>outline reflects course description, all topics covered in class</b> ).  | Hours per topic | COURSE OBJECTIVES - <b>Lecture</b> (If applicable):<br>Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)   |
|--|-----------------|---|
| 1. Phonemic Awareness and Application <ul style="list-style-type: none"> <li>• Fundamental Decoding Strategies</li> <li>• Sound Spellings</li> <li>• Digraphs</li> <li>• Diphthongs</li> <li>• Blends</li> <li>• Word Families</li> </ul>  | 18              | 1. Recognize and express phonemic awareness   |
| 2. Dictionary Skills for Reading, Spelling and Vocabulary <ul style="list-style-type: none"> <li>• Guide words</li> <li>• Pronunciation</li> <li>• Syllabication</li> <li>• Letter and word recognition</li> </ul>   | 16              | 2. Use dictionary skills for reading, spelling and vocabulary as evidenced by a finding definitions, word roots, prefixes and suffixes.   |
| 3. Spelling Patterns <ul style="list-style-type: none"> <li>• Open and Closed Syllables</li> <li>• Consonant Vowel Consonant</li> <li>• Consonant Vowel Vowel Consonant</li> <li>• Vowel Consonant Consonant</li> <li>• Vowel Consonant Vowel</li> <li>• Plural Endings (-s, -es)</li> <li>• Double Consonant</li> </ul> | 12              | 3. Practice reading skills for fluency, distinguishing between the closed and open syllables.<br><br>4. Design a word list (150 – 300 high frequency words) to meet individual needs; incorporate correctly spelled and used words into writing assignments.<br><br>5. Recognize, apply and differentiate sound spellings and spelling patterns in reading comprehension, reading aloud and in writing. |
| 4. High Frequency Words; Exceptions to Rules of Pronunciation <ul style="list-style-type: none"> <li>• Dolch and Fry’s Reading List</li> <li>• Memorization</li> <li>• Reading</li> <li>• Writing</li> </ul>   | 18              | 6. Define word parts and their meanings; incorporate them into original writing.<br><br>7. Demonstrate an increase in reading and spelling of unfamiliar vocabulary words at an 85% mastery level as measured in pre- and post-tests.   |
| 5. Word Structure <ul style="list-style-type: none"> <li>• Common Affixes</li> <li>• Common Prefixes</li> <li>• Common Suffixes</li> </ul>   | 14              | 8. Practice timed readings for reading fluency using individualized computer-based modules and one-on-one reading with an instructor.<br><br>9. Practice reading comprehension strategies to respond to text related questions.   |
| 6. Reading Fluency <ul style="list-style-type: none"> <li>• Reading across the curriculum</li> <li>• Computerized reading instruction</li> </ul>   | 18              | SLOs: As a result of this learning experience, the  |

|   |    |   |
|---|----|---|
| <ul style="list-style-type: none"> <li>• Practice at home reading</li> <li>• Reading rate increased through exercises and activities</li> <li>• Whole word attack</li> </ul> <p>7. Reading Comprehension</p> <ul style="list-style-type: none"> <li>• Vocabulary in Context</li> <li>• Main Ideas</li> <li>• Supporting Details</li> <li>• Signal Words</li> <li>• Facts</li> <li>• Inferences</li> <li>• Argument</li> </ul> | 12 | <p>student can:</p> <p>1. Show reading proficiency in the essential reading skills.</p> |
| <b>Total Lecture hours*</b>   |    | 108   |

|  |                 |  |
|--|-----------------|--|
| <p><b>COURSE CONTENT AND SCOPE -- Laboratory:</b><br/>If applicable, <b>outline</b> the topics included in the laboratory portion of the course (<b>outline</b> reflects course description, all topics covered in class).</p> | Hours per Topic | <p><b>COURSE OBJECTIVES - Laboratory (If applicable):</b><br/>Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)<sup>2</sup></p> |
| <b>Total Lab hours*</b>  |                 | 0  |

\*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

<sup>2</sup> In general “activity” courses or portions of courses are classified “laboratory.”

**Bloom's Taxonomy**

| SIMPLE SKILLS <<----->> COMPLEX SKILLS                                      |  |  |   |   |   |
|---|--|--|---|---|---|
|   |  |  | Critical Thinking   |   |   |
| <u>Knowledge</u>  | <u>Comprehension</u>   | <u>Application</u>   | <u>Analysis</u>   | <u>Synthesis</u>  | <u>Evaluation</u>   |
| define<br>repeat<br>record<br>list<br>recall<br>name<br>relate<br>underline | translate<br>restate<br>discuss<br>describe<br>recognize<br>explain<br>express<br>identify<br>locate<br>report<br>review<br>tell | interpret<br>apply<br>employ<br>use<br>demonstrate<br>dramatize<br>practice<br>illustrate<br>operate<br>schedule<br>shop<br>sketch | distinguish<br>analyze<br>differentiate<br>appraise<br>calculate<br>experiment<br>test<br>compare<br>contrast<br>criticize<br>diagram<br>inspect<br>debate<br>inventory<br>question<br>relate<br>solve<br>examine<br>categorize | compose<br>plan<br>propose<br>design<br>formulate<br>arrange<br>assemble<br>collect<br>construct<br>create<br>set up<br>organize<br>prepare | judge<br>appraise<br>evaluate<br>rate<br>compare<br>value<br>revise<br>score<br>select<br>choose<br>assess<br>estimate<br>measure |

**Course**  
 **Program**  
 **Institutional**  
 (check one box above)

## LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: DEV COM 20, Fundamentals of Reading and Writing  
 Faculty/Staff Participants: Kimberly McBride, Chair and Discipline Faculty

SLO Review, 1.27/09

| The student will...<br><b>(outcome)</b>                      | As measured by the following method....<br><b>(assessment strategy)</b>  | And, if applicable, scored by the following learning rubric.<br>(provide attachment)  | Results are examined to determine if the outcome is achieved. Include planned or actual assessment date.<br><b>(results &amp; evaluation)</b> | Recommendations to improve teaching and learning.<br><b>(modifications)</b> |
|--|--|---|---|---|
| 1. Show reading proficiency in the essential reading skills. | Pre-test/Post-test;<br>1. Initial level and on-going competency level checks/quizzes at 85% mastery; done at end of each module/exercise within the course; will receive additional one-on-one instruction until reaching mastery. | 1. 85% mastery will be scored by the instructor of record, using the standard mastery tests provided in the text at the end of each unit. | 1.Reassessment when student completes competency plan; competency checked on the SAT Stanford Achievement Test<br><br>Spring 09               |   |

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

### 2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Broderick, Bill and Lagan, John. Groundwork for Coegee Readings with Phonics, 4/e; 2008  
 Instructor prepared timed fluency readings

### 3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Selected reading materials by the instructor; articles from various sources to assist in mastery of identified skills.

### 4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Writing assignments in this course may include, but are not limited to the following:

The student will complete several writing exercises connected to reading comprehension responses, vocabulary activities, note-taking and summaries. Additionally, the students will practice writing complete sentences free of grammatical errors and misspelled words. The students will complete several writing exercises connected to reading including writing the words, definitions, and note-taking. To identify homophones, show how to use different spelling patterns of the long a sound properly in a sentence and define each word (i.e., plane, plain). Remember: If a sound spelling doesn't apply, please explain why it is the exception to the rule.

#### 5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

Selected reading materials  
Keep a journal that responds to texts and/or evaluates the student's own reading progress.  
Read compositions of 150 words or more  
Take notes, outline, and map to improve literal comprehension of texts.  
Write sentences that use a variety of patterns while avoiding comma splices, run-ons or other errors.  
Use of computers to improve reading and practice writing and improve computer literacy.

#### 6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Each course must have an assignment that represents critical thinking of the ability to apply knowledge and skills. After reading the passage about the nursing student, create 3 different outcomes to make the patient more comfortable, as she/he waits for the doctor to respond to the page.

#### 7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II):

Students will be evaluated by demonstrating proficiency through quizzes, oral discussions, and competency advancement checks. Students show measurable growth by demonstrating increased fluency through oral assessment, written quizzes, and discussions.

#### 8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

## 9. SUPPLIES:

List the supplies the student must provide.

Pens, pencils, highlighters, paper, dictionary, thesaurus

## 10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students will be introduced to the use of the computer through the PLATO Learning System, Reading Plus, and other software and internet use. Students may use computer software to enhance their learning in various course elements. Students may use the internet to do practice exercises, read newspapers, magazines, and web-site articles or to practice writing (e-mails, web-logs, newgroups).

## 11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Library literacy through use of the library for assignments. Students may receive basic instruction in word processing, use of e-mail, and internet navigation. Student will practice using the dictionary and thesaurus to build vocabulary and correct spelling.

## 12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

All materials used contain diverse materials of individuals and places that represent multi-cultural experiences.

## 13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

### RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

### INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.

- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

#### *INFORMATION*

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

#### *SYSTEMS*

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

#### *TECHNOLOGY*

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

### Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **No**

- a. If yes, the course will be a **Not applicable** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

- a. Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. [http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

- a. 2<sup>nd</sup> Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. [http://marlin.laccd.edu/district/BoardRules\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

### STAND-ALONE COURSE



## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Learning Assistance
2. **DEPARTMENT/DIVISION CODE:** 06
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **263** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **DEV COM**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **FUND OF READ & WRITE**
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :  
This courses is **Non-degree applicable**
8. **CREDIT/NO CREDIT GRADING:** **No**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **1**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

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10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **3 or more levels below**
  11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **Yes**  
If Yes, course must be non-degree applicable.
  12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

DEV COM 36

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

**14. COOPERATIVE EDUCATION STATUS** -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

**15. COURSE CLASSIFICATION:** **Adult and Secondary Basic Skills**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

**16. TOP CODE – (6 digits XXXX.XX) 4930.20**

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/cccco/esed/curric/curriculum.htm](http://www.cccco.edu/cccco/esed/curric/curriculum.htm).

**17. SAM CODE (Student Accountability Model):** **E – Non-Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

**Priority "A" – Apprenticeship:** Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

**Priority "B" – Advanced Occupational:** Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

**Priority "C" – Clearly Occupational:** Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

**Priority "D" – Possibly Occupational:** "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

**Priority "E" – Non-occupational.**

## SECTION VI: APPROVAL STATUS

### 1. APPROVAL STATUS:

- |  |                                  |                       |
|--|----------------------------------|-----------------------|
| a. <input type="checkbox"/> New Course                           | . Board Approval Date:           | . Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . College Approval Date:         | . Effective Semester: |
| c. <input type="checkbox"/> Course Change*                       | . College Approval Date:         | . Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update            | . College Approval Date: 1/27/09 |                       |

\* Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

## SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

### N/A – Existing Course

### 1. ORIGINATOR:

### 2. DEPARTMENT:

### 3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

- By additional funds. Describe:

- By deleting courses from the college catalog and course database. List specific courses to be deleted:

- By deleting sections of existing courses. List courses and number of sections to be deleted:

First year:                      Second year:                      Third year:

- By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

### 4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

**No** (If yes, briefly explain how)

### 5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

**LOS ANGELES COMMUNITY COLLEGE DISTRICT  
COURSE STANDARDS AND CRITERIA, NON-DEGREE APPLICABLE**

Subject: **DEV COM**                      Number: **20**                      Course Title: **Fundamentals of Reading and Writing**

**According to Section 55002(b) of Title V, nondegree credit courses are:**

- (A) nondegree-applicable basic skills courses as defined in subdivision (j) of section- 55000
- (B) courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills;
- (C) precollegiate career technical instruction preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;
- (D) essential career technical instruction for which meeting the standards of subdivision (a) [Associate Degree Credit Course] is neither necessary nor required.

STANDARDS FOR APPROVAL Place a (X) in the appropriate box.

RATING CRITERION

|   | MET | NOT<br>MET |
|---|-----|------------|
| Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.  | X   |            |
| Units. The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory, and activity courses.   | X   |            |
| Intensity. The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete to successfully complete degree-applicable work.   | X   |            |
| Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with Article 2.5 (commencing with Section 55200).  | X   |            |
| Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives. | X   |            |
| Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.  | X   |            |
| Repetition. Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.   | X   |            |

## CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

**We certify that the information and answers above properly represent this course.**

**Kimberly McBride**

Originator

**02/03/2009**

Date

**Kimberly McBride**

Department/Cluster Chairperson

**02/03/2009**

Date

**Linda Larson Singer**

Articulation Officer

**01/30/2009**

Date

**Shelley Werts**

Librarian

**02/02/2009**

Date

**Dan Walden**

Dean (if applicable)

**02/03/2009**

Date

**Linda Larson-Singer**

Curriculum Committee Chairperson

**01/27/2009**

Date

**Alfred Reed**

Academic Senate President

**02/03/2009**

Date

**Leige Doffoney**

Vice President, Academic Affairs

**02/02/2009**

Date

**Jack E. Daniels, III**

College President

**02/06/2009**

Date