



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

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

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1: English
3. COURSE NUMBER: 211
4. COURSE TITLE: Fiction
5. UNITS: 3.0
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

Students read, interpret, and discuss selected short stories and novels from diverse perspectives, using literary terms and applying contemporary approaches to understanding literature.

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

Students read, interpret, and discuss selected short stories and novels from diverse perspectives, using literary terms and applying contemporary approaches to understanding literature.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 4/11//86
OUTLINE APPROVAL DATE: 2/17/09

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

- Content Last Update: 2/17/09
Objectives Last Update: 2/17/09
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update: 2/17/09

Update to course description
Remove repeatability, 5/19/09

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:	3.0	54	3.0
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	3.0	54	3.0

**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: **Yes** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
English	101	College Reading and Composition	3.0	2/17/09 (previously 4/20/99)

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)

**12. REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0** (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> : 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): 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. Introduction: Evolution of fiction in society over time and effect of critical perspectives on understanding a work of literature.	3 hours	1. Compose essays that effectively use literary terms and synthesize multiple researched sources from contemporary scholarly sources and criticism.
2. Conventions of fiction in novels and short stories: narrative voice, setting, genre, denotation and connotation of words, metaphor /analogy, characterization, dialogue, imagery, time, plot, theme, and tone.	3 hours	2. Assemble evidence from the literary text and scholarly research to support the student’s original critical interpretation of a short story or novel.
3. Researching historical context and/or social / political issues in fiction, such as how narrative can function as argument or political commentary. (Luis Rodriguez’s <i>Always Running</i> offers a valid sociological analysis of gang culture in addition to offering his autobiography.). Addressing issues of race/ethnicity, class, gender, sexual orientation, religion, age, and/or disability narrative in fiction.	6 hours	3. Compare and contrast different fictional sub-genres, for example analyzing the treatment of a single subject such as “gender” in a work of science fiction and of social realism; or compare and contrast different critical perspectives, for instance the treatment of “gender” from a feminist perspective versus a Marxist perspective.
4. Discussion and analysis of short stories; techniques to analyze, discuss, and compose essays on fictional theme(s); applying literary terms and criticism to one or more representative examples (i.e. feminist theory, Marxist theory).	18 hours	4. Compose essays that evaluate the novel or short story as social commentary, historical reappraisal, cultural commentary, or political critique, for instance, analyzing the fiction’s treatment of these issues in relation to their non-fictional contexts.
5. Discussion and analysis of one or more novels by authors such as Fitzgerald, Achebe, Faulkner, Hemingway, Morrison, Steinbeck, Auster, Butler, Baldwin, Anzaldua, Wideman, or Valdez. Using literary terms and theory to analyze, interpret, and compose essays synthesizing diverse perspectives on the significant themes they distinguish.	18 hours	5. Critically evaluate the literature covered in the course by composing an argumentative essay in response to a chosen work of fiction.
6. Application of the writing process to interpretation of fiction: invention strategies, rough drafts, peer review workshops, revision, editing, and final drafts.	3 hours	6. Identify and apply common practices of developing ideas through drafting, peer review, revising, and editing critical interpretations of literature.
7. Final exam	3 hours	6. Incorporate critical techniques and standards into the interpretation, analysis and evaluation of the classmates’ and students’ own work through peer review workshops.
Total Lecture hours*	54	

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

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

### 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 repeat record list recall name relate underline	translate restate discuss describe recognize explain express identify locate report review tell	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	compose plan propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure

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

- Course**
- Program**
- Institutional**

(check one box above)

## LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: English 211, Fiction

Faculty/Staff Participants: Darren Cifarelli, Instructor; Dr. Sharon Maselli, Chair

SLO Review, 2.6.09

The student will... <b>(outcome)</b>	As measured by the following method.... <b>(assessment strategy)</b>	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
Demonstrate competency in writing an effective analytical essay that supports an original claim about one or more texts in a sustained, well-organized analysis that includes outside critical sources.	Essay evaluation using rubric (see below).		Fall 2009	

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

Rubric:

<b>Criteria</b>	<b>Exemplary Demonstration (2 points)</b>	<b>Adequate Demonstration (1 point)</b>	<b>No Demonstration (0 points)</b>
<b>Analysis yields insightful, original conclusions</b>	Writing reflects a critical, analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the conclusion and topic sentences analysis focuses on both thematic and stylistic elements of the text, demonstrating writer's ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quotes & writer's analysis; writer is clearly engaged with and moved by his/her thinking process	Writing demonstrates basic comprehension of the text but not a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; frequent summary of plot details that retell the story; writer restates the content of cited concrete details rather than draws significant inferences about textual meaning; little or no analysis of how stylistic elements of the text create meaning.	Writing demonstrates some awareness of text but not a critical, analytical understanding of it.
<b>Effective use of examples and quotes in work(s) of fiction.</b>	Thorough and effective use of examples from text(s); inferences are developed so that all claims and points made are well-supported and persuasive.	Some uses of examples from text(s); interpretive analysis inconsistent or unsubstantiated.	Fails to use examples from text(s); points made are vague and unsubstantiated.
<b>Use of outside, critical sources to support conclusions</b>	Thorough use of outside, critical sources.	Discussion includes some reference to outside, critical sources	Discussion fails to include reference to outside, critical sources.
<b>Use of sources in relation to theme or context or meaning of text(s).</b>	Thorough and/or original use of sources in relation to theme or context or meaning of text(s).	Some use of sources in reference to theme or context or meaning of text(s).	Fails to use of sources in relation to theme or context or meaning of texts.

## 2. REQUIRED TEXTS:

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

Abacarian, R. and M. Klotz. Literature and the Human Experience, Bedford, 2007; Morrison, Toni, Beloved; Wideman, John Edgar, Brothers and Keepers.

## 3. SUPPLEMENTARY READINGS:

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

Charters, Ann and Samuel Chambers, Literature and its Writers, Bedford, 2008; Arp, Thomas, Greg Johnson, and Laurence Perrine, Perrine's Literature: Structure, Sound and Sense, Harcourt, 2006; Hunt, Douglas, The Riverside Anthology of Literature, Riverside, 2007; DiYanni, Robert, Literature: Reading Fiction, Poetry, and Drama; Ellison, Ralph, The Invisible Man; articles related to subject matter in novels; historical background information; primary documents related to novels; reviews of novels; critical articles; Steinbeck, John, Travels with Charley; Achebe, Chinua, Things Fall Apart; Anzaldua, Gloria, Borderlands / La Frontera.

## 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:

Research the historical background for a novel and discuss its historical accuracy or inaccuracy; identify a significant theme in a novel and analyze the author's argument.

## 5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Prepare an oral presentation on a short story; research historical context for a novel; design a PowerPoint presentation to illustrate one of the conventions of the fiction genre; write a short story; prepare a performance of a scene from a novel; create a graphic novel from a short story; write an analytical or research-based essay to illuminate the themes of a novel or short story.

## 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.

Research and write a 5-7 page essay that discusses a significant theme in Luis Rodriguez's Always Running, such as his argument that oppressive social forces limited choices he had as a child and forced him into gang life; then, research the real-world context of Rodriguez's argument showing how Rodriguez's novel serves as a social commentary on oppression, whether the issues addressed exist in the same way that they are represented, and how the novel itself might be used to solve some of the problems it addresses.

## 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):

Essays, presentations, journals, creative writing, quizzes and tests.

#### 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.

Notebook, paper, dictionary.

#### 10. COMPUTER COMPETENCY:

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

Research and online research skills; multi-media / PowerPoint presentations prepared by students require familiarity with the presentation software, and competence with word processing programs to prepare essays is necessary.

#### 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 research is required for essays; visual literacy and (optionally) performance literacy is employed by presentation software and dramatic re-interpretation of fiction;

#### 12. DIVERSITY:

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

Selected readings will highlight a representative diversity of race, class, gender, ethnicity, sexual preference, and political beliefs.

#### 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:** **Yes**

- a. If yes, the course will be a **program requirement** 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>)

**Required course for AA in English (Program ID 02879)**

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: **c. Humanities** **Approval** date: before 1990

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)

## Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

### 1. TRANSFER STATUS:

- a. Transferable to the University of California: **Yes**                      c. Transferable to the California State University: **Yes**  
 b. UC **approval** date: before 1990    d. College **approval** date: 1986

### 2. GENERAL EDUCATION FOR TRANSFER:

#### IGETC Certification:

- a. Area requested: **3-B: Humanities**  
 b. Date requested: 12/90  
 c. IGETC **approval** date: Fall 1991

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

#### CSU Certification:

- a. Area requested: **C-2: Other Humanities**  
 b. Date requested: 12/90  
 c. CSU **approval** date: Fall 1991

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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- a. 2<sup>nd</sup> Area requested: **None**  
 b. Date requested:  
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2<sup>nd</sup> Area requested: **None**  
 b. Date requested:  
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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### 3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?

**YES**

List college/university and the majors:

College/University	Major(s)

**CAN NUMBER:**                      **CAN SEQUENCE NUMBER:**  
 CAN Approval -- Date requested:                      Date approved:

## Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** **English and Foreign Languages**
2. **DEPARTMENT/DIVISION CODE:** **04**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **399** (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: **ENGLISH**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **FICTION**
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 **Degree Applicable**

8. **CREDIT/NO CREDIT GRADING:** **No**

9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

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."

Approved NO REPEATS on 5/19/09, Curriculum Committee meeting

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: **Not applicable**

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)." **No** 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):

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:** **Liberal Arts Sciences**

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) 1501.00**

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: 2/17/09 | . |                     |

- 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© 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:

## CONTENT REVIEW FOR PREREQUISITE VALIDATION

### Target Course & Number, Title: **ENGLISH 211, Fiction**

(Course to which pre/corequisite/advisory applies)

Check Applicable Box
----------------------------

Prerequisite: **English 101, College Reading and Composition**

Corequisite:

Advisory:

#### A. **Target Course Entry Skills: English 211, Fiction**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

- (1) In writing, sustain unified and coherent argument throughout essays through clear main point and sub-topics, effective transitions, and use of key words and synonyms.
- (2) In writing, find, evaluate and integrate secondary sources to support their original thesis in the multi-source paper.
- (3) In writing, demonstrate substantial thought appropriate to the topic of each essay by use of representative and numerous examples, references to authority, and strong logic and exact word choice.
- (4) In writing, document sources correctly to avoid plagiarism, using MLA style sheet.
- (5) In reading, identify thesis and key supporting points (either stated or implied) in texts.
- (6) In reading, recognize and describe elements of sound reasoning, including strength/weakness of underlying assumptions.

#### B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:** **English 101, College Reading and Composition**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

- (1) In writing, sustain unified and coherent argument throughout essays through clear main point and sub-topics, effective transitions, and use of key words and synonyms.
- (2) In writing, find, evaluate and integrate secondary sources to support their original thesis in the multi-source paper.
- (3) In writing, demonstrate substantial thought appropriate to the topic of each essay by use of representative and numerous examples, references to authority, and strong logic and exact word choice.
- (4) In writing, document sources correctly to avoid plagiarism, using MLA style sheet.
- (5) In reading, identify thesis and key supporting points (either stated or implied) in texts.
- (6) In reading, recognize and describe elements of sound reasoning, including strength/weakness of underlying assumptions.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

**\*Validation requires at least one match of each entry skill with any exit skill(s).**

		English 211; Fiction Entering Skills of Target Course								
		1	2	3	4	5	6	7	8	9
ENGLISH 101 College Reading and Composition Exit Skills of Prerequisite Course	1	X								
	2		X							
	3			X						
	4				X					
	5					X				
	6						X			
	7									
	8									
	9									
	10									

Was validation achieved?  X  YES or   NO

**Comments:**

(Include justification for assessments, health and safety, or non-course prerequisites)

**PARTICIPANTS IN CONTENT REVIEW:**

(Signatories should include instructors for both exit and entering skills courses.)

Name:  Sharon Maselli  Title:  Department Chair  Initial:  SM  Date:  05/06/2009

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

Sharon Maselli   05/06/2009   
Initiator Date

\_\_\_\_\_  
Department Chairperson Date  
 Linda Larson-Singer   04/17/2009   
Curriculum Chairperson Date

## LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **ENGLISH**

Number: **211**

Course Title: **Fiction**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>STANDARDS FOR APPROVAL</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
<u>Grading Policy</u> : 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 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.	X	
<u>Units</u> : 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 also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	X	
<u>Intensity</u> : The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	X	
<u>Prerequisites and Corequisites</u> : When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.	X	
<u>Basic Skills Requirements</u> : If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	X	
<u>Difficulty</u> : The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	X	
<u>Level</u> : The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	X	
<u>Course Outline of Record</u> : 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.	X	
<u>Conduct of Course</u> : Each section of the course is 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	
<u>Repetition</u> : Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	X	

Title5Assurances,DegreeApplicable,1007

## 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.**

**Darren Cifarelli by Sharon Maselli**  
Originator

**04/19/2009**  
Date

**Sharon Maselli**  
Department/Cluster Chairperson

**04/19/2009**  
Date

**Linda Larson-Singer**  
Articulation Officer

**04/17/2009**  
Date

**Earnestine Thomas-Robertson**  
Librarian

**05/14/2009**  
Date

**Patrick Jefferson**  
Dean (if applicable)

**05/07/2009**  
Date

**Linda Larson-Singer**  
Curriculum Committee Chairperson

**04/19/2009**  
Date

**Alfred Reed Jr.**  
Academic Senate President

**04/17/2009**  
Date

**Leige Doffoney**  
Vice President, Academic Affairs

**05/06/2009**  
Date