



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: English
(40 characters, no abbreviations)

3. COURSE NUMBER: 21

4. COURSE TITLE: English Fundamentals

5. UNITS: 3

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

English 21 introduces the student to basic academic reading, writing, and thinking. Students develop reading comprehension by studying shorter published essay, which then provide models of and/or subjects for their compositions. Basic grammar is covered as an essential component of the writing process.

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

English 21 introduces the student to basic academic reading, writing, and thinking. Students develop reading comprehension by studying shorter published essay, which then provide models of and/or subjects for their compositions. Basic grammar is covered as an essential component of the writing process.

8. INITIAL COLLEGE COURSE APPROVAL DATE: before 1970
OUTLINE APPROVAL DATE: 12/16/08

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

- Content Last Update: 11/08
Objectives Last Update: 11/08
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Change in Course Description

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	54	3
Lab/activity (w/ homework):			
Lab/activity (w/o homework):		18 (addition of 18 lab hours, approved 10/21/08)	
Total:	3	72	3

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.

ENTRY SKILLS FOR COURSES WITH PREREQUISITES:

1. Write sentences with a few errors in grammar and structure.
2. Read and summarize selected pre-college level essays.
3. Recognize author's overall meaning, purpose and tone.
4. Write an organized paragraph in response to a given topic.

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
Developmental Communications	21	Fundamentals of Writing	3	12/16/08 (previously 05/27/03, 6/12/96)
Developmental Communications	23	Reading and Study Improvement	3	12/16/08 (previously 05/27/03, 6/12/96)
ESL	6A	Writing and Grammar	3	9/21/04 (previously 5/18/99)
ESL	6B	Reading/ Vocabulary	3	9/21/04 (previously /18/99)

and

or

and

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)
ENGLISH	47	Reading Clinic	3	12/16/08

(Rationale: Course archived as of 10/21/08)

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 – Lecture: <i>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</i>	Hours per topic	COURSE OBJECTIVES - Lecture (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.”)
<ul style="list-style-type: none"> • Inquiry based writing practice for students: student discourse communities and student academic identity 	3	Upon successful completion of this course, the student will be able to:
<ul style="list-style-type: none"> • Fundamentals review: spelling, plurals and possessives, capitalization, avoidance of non-standard phrasing and words 	3	<ol style="list-style-type: none"> 1. Write grammatically correct sentences with minimal (2-3) sentence fragments and run-ons
<ul style="list-style-type: none"> • Pronoun recognition and correct usage; using concrete, specific diction instead of vague pronouns. 	3	<ol style="list-style-type: none"> 2. Use standard English grammar and spelling throughout writing with no more than 5-7 significant errors.
<ul style="list-style-type: none"> • Basic sentence patterns: subject + verb; subject + verb + direct object; subject + verb + subject complement 	3	<ol style="list-style-type: none"> 3. Write compositions of 200-300 words in length, which demonstrate an understanding of central idea, unity, coherence, and development.
<ul style="list-style-type: none"> • Verbs: regular/irregular especially in past tense and past participle, emphasis on tenses of “to be” and “to have” and forms of third person singular, auxiliary and modal verbs 	3	<ol style="list-style-type: none"> 4. Read and analyze essays at pre-college level for main points and tone.
<ul style="list-style-type: none"> • Independent and dependent clauses; use of conjunctions and semi-colon 	6	<p><u>STUDENT LEARNING OUTCOMES:</u> As a result of this learning experience n developmental English, a student can:</p>
<ul style="list-style-type: none"> • Identifying and correcting fragments, comma splices, and run-on sentences 	6	<ol style="list-style-type: none"> 1. Apply in writing rules for Standard English sentences, grammar, and word usage.
<ul style="list-style-type: none"> • Identifying thesis and support in professional literary and expository texts; distinguishing between fact and opinion; answering basic comprehension questions; discussion of topics, tone, and argument in assigned readings 	6	<ol style="list-style-type: none"> 2. Write a 300-500 word 3-paragraph essay that is unified, well-organized, coherent and adequately supported with facts, examples, and details.
<ul style="list-style-type: none"> • Recognizing rhetorical patterns (narration, exemplification, argument, and comparison/contrast) in readings and using them in writing; writing in response to discussion of topics. 	6	
<ul style="list-style-type: none"> • Demonstrating ability to craft a main point with clearly related sub-points in order to develop unified and coherent compositions 	6	

<ul style="list-style-type: none"> Supporting a main point with specific details and examples. 	3	
<ul style="list-style-type: none"> Understanding and applying the writing process from free-writing through pre-writing, revision, and final edit. 	3	
<ul style="list-style-type: none"> Organizing to write well: outlines and summaries 		
Review/final		
Total Lecture hours*	54	

COURSE CONTENT AND SCOPE -- Laboratory: <u>If applicable</u> , outline the topics included in the laboratory portion of the course (<i>outline reflects course description, all topics covered in class</i>).	Hours per Topic	COURSE OBJECTIVES - Laboratory (If applicable): 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>) ²
<ul style="list-style-type: none"> Practicing fundamentals: spelling, plurals, possessives, avoidance of nonstandard usage 	1	Reinforcement of course objectives
<ul style="list-style-type: none"> Practicing correct verb and effective pronoun use 	1	
<ul style="list-style-type: none"> Writing complete and correct sentences (avoiding fragments and run-ons) 	2	
<ul style="list-style-type: none"> Using conjunctions and semi-colons to write effective compound and complex sentences 	1	
<ul style="list-style-type: none"> Writing inquiry into discourse community and/or student identity 	3	
<ul style="list-style-type: none"> Pre-writing and planning for effective compositions 	2	
<ul style="list-style-type: none"> Annotating, summarizing, and outlining 	2	
<ul style="list-style-type: none"> Organizing essays 	3	
<ul style="list-style-type: none"> Revision strategies 	3	
Total Lab hours*	18	

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

² 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 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

- Course**
 Program
 Institutional

(check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: English 21, English Fundamentals

Faculty/Staff Participants: Dr Sharon Maselli, Chair, discipline faculty

SLO Review,

The student will... (outcome)	As measured by the following method.... (assessment strategy)	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. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
<p>1. Apply in writing rules for Standard English sentences, grammar, and word usage.</p> <p>2. Write a 300-500 word 3-paragraph essay that is unified, well-organized, coherent and adequately supported with facts, examples, and details</p>	<p>Required in each English 21 class: 5-6 written and revised composition – with rules of Standard edited English applied in context of each composition -- during each semester and one common essay (used by all sections of English 21) examination each semester and graded by three English instructors.</p> <p>Required in each English 21 class: Weekly written homework assignments from the text used in every section and embedded assignment through class participation.</p> <p>Optional for each English 21 class: Midterm Grammar Text</p> <p>2.5-6 written and revised (2-3 times) compositions that display increasing proficiency in unity, coherence, and support. A culminating common essay writing in all sections takes place toward the end of the semester.</p>	<p>See attached.</p>	<p>1-2 Composition are spaced at regular intervals during the semester. The common composition is administered and scored during the 14th week of each semester</p> <p>Spring 2009</p>	

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

English 21 Common Final Essay Exam *Holistic Scoring Rubric*

English 21 Scores

2 Pass Demonstrating an accurate if unsophisticated understanding of the writing prompt, in a composition of 200-300 words the student exiting English 21 can perform the following tasks.

- Write a coherent, unified composition,
- Apply standard syntax models with minimal mixed constructions, sentence fragments or run-ons (2-3)
- Use standard English grammar and spelling throughout most of the writing sample with, perhaps, as many as 5-7 significant errors.

Writing that reflects a significant combination of the following deficiencies does not meet the minimum standards required to enter English 28.

1 Fail Failing to demonstrate an understanding of the writing prompt, the student does the following.

- Fails to write a coherent, unified composition, frequently unable to recognize sentences that are off topic or are not organized logically.
- Fails to apply standard syntax models; mixed constructions, fragments or run-ons appear with such frequency (4 or more) that these errors call attention to themselves.
- Fails to use standard English grammar and spelling, resulting in 8 or more errors in the following significant areas; subject/verb agreement, verb tense or form, apostrophe use (possessives and contractions), pronoun use, homonyms, spelling.

0 Fail Fails to meet minimum standards for English 21

2. REQUIRED TEXTS:

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

1. Farbman, Sentence Sense: A Writer's Guide, Houghton-Mifflin, 1989 (classic text)
2. McWhorten, The Writer's Selections: Shaping Our Lives, Houghton-Mifflin, 3rd, 2003

3. SUPPLEMENTARY READINGS:

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

The House on Mango Street, Sandra Cisneros; Annie John, Jamaica Kinkaid; To Kill a Mockingbird, Harper Lee; A Summer Life, Gary Soto; Black Boy, Richard Wright.

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:

A third to a half of the compositions will be written in class. During the semester, students will demonstrate progress in writing unified compositions of up to 300 words, organized around a main topic. Students may be required to show rhetorical competency by using rhetorical types in their writing, specifically description, narration, process and illustration.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

The student will write similar types of papers to those written in class, but development of ideas will be greater (up to 500 words), grammar will be better, and word choice will be improved. Students will also complete numerous exercises and practices employing Standard English sentences, grammar, mechanics, spelling and usage.

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.

A typical assignment would be for the student to read “Cross Talk” by Deborah Tanned in *The Writer’s Selections*, and then to answer questions - both orally and in writing – that elicit the author’s meaning and technique, as well as student’s own opinion based on textual reference and individual experience. Thus the student demonstrates comprehension of the text, takes a position in relation to the text, and adds original supporting materials.

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):

Observation record of student performance, essays/essay test, quizzes, unit tests, midterms, homework, written compositions, class participation, final exam

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)

One-to-One Conference, Whole
Class Discussion, Small Group
Discussion, Collaboration, Oral
Drills

9. SUPPLIES:

List the supplies the student must provide.

Pens, paper, computer diskette

10. COMPUTER COMPETENCY:

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

The student obtains an email account and learns to submit messages and attached documents, such as a writing assignment, via email. The student learns to access and selectively use websites, such as <http://www.careerexplore.net>.

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.

The student learns to summarize contents of print and electronic texts as the first step of basic research.

12. DIVERSITY:

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

Reading selections are from a wide sampling of male and female writers of diverse ethnic, cultural, and racial backgrounds.

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://www.laccd.edu/curriculum/resources/proginv.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

- a. 2nd 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

STAND ALONE COURSE

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME: ENGLISH AND FOREIGN LANGUAGE**

2. **DEPARTMENT/DIVISION CODE: 4**

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: **ENGLISH 21**

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: Only**

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."

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: **2 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):

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: **Developmental Preparatory**

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.

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:
12/16/08 | |

- 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 21, ENGLISH FUNDAMENTALS
(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **Developmental Communications 21, Fundamentals of Writing**
- Corequisite:
- Advisory:

- A. **Target Course Entry Skills: English 21, English Fundamentals**
(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. Write sentences with a few errors in grammar and structure.
 2. Read and summarize selected pre-college level essays.
 3. Recognize author's overall meaning, purpose and tone.
 4. Write an organized paragraph in response to a given topic.
- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Developmental Communications 21, Fundamentals of Writing**
(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. Analyze sentence for identification of simple subjects and verbs.
 2. Apply rules of subject verb agreement.
 3. Use correctly common irregular verbs.
 4. Write contractions correctly.
 5. Differentiate plural nouns from possessive adjectives and other homonyms
 6. Apply basic spelling rules.
 7. Write homophonous words correctly.
 8. Distinguish between Standard and non-Standard English words and phrases.
 9. Construct original sentences, employing standard grammar and punctuation.
 10. Apply grammar and sentence fundamentals to writing brief compositions (75-150 words).

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

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

COURSE & NUMBER: ENGLISH 21
Course Title: English Fundamentals
Entering Skills of Target Course

COURSE & NUMBER: DC 21
Course Title: Fundamentals of Writing
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X								
2	X								
3	X								
4	X								
5	X								
6	X								
7	X								
8	X								
9	X								
10				X					

Additional Skills provided by DC 23

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: Chair - EFL Initial: SM Date: 12/15/2008

Name: Kimberly McBride Title: Chair Initial: KM Date: 12/18/2008

Name: Title: Initial: Date:

CERTIFIED BY:

Sharon Maselli 12/15/2008
 Initiator Date
 Sharon Maselli 12/15/2008
 Department Chairperson Date
 Linda Larson-Singer 12/16/2008
 Curriculum Chairperson Date

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: ENGLISH 21, ENGLISH FUNDAMENTALS
(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **Developmental Communications 23, Reading and Study Improvement**
- Corequisite:
- Advisory:

- A. **Target Course Entry Skills: English 21, English Fundamentals**
(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. Write sentences with a few errors in grammar and structure.
 2. Read and summarize selected pre-college level essays.
 3. Recognize author's overall meaning, purpose and tone.
 4. Write an organized paragraph in response to a given topic.
- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Developmental Communications 23, Reading and Study Improvement**
(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. Comprehend literal meaning of short texts written at 8.0 grade level.
 2. Identify main ideas and supporting detail of short texts written on 8.0 grade level.
 3. Make inferences and draw conclusions from a text on the 8.0 grade level about an author's tone, purpose, and point of view.
 4. Write sentences in isolation and within paragraphs with spelling errors consistent of 8.0 grade writer.
 5. Comprehend and use vocabulary words of 8.0 grade level reader and writer.
 6. Write composition of 75-150 words that demonstrate ability to formulate and support a main idea clearly and coherently on the 8.0 grade level.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

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

**ENGLISH 21, English Fundamentals
Entering Skills of Target Course**

COURSE & NUMBER: DEV COM 23
Course Title: Reading and Study Improvement
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1									
2		X							
3			X						
4				X					
5		X							
6				X					
7									
8									
9									
10									

Additional Skills provided by DC 21

Was validation achieved? X YES or NO

PARTICIPANTS IN CONTENT REVIEW:

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

Name: Kimberly McBride Title: Chair Initial: KM Date: 12/18/2008

Name: Sharon Maselli Title: Chair Initial: SM Date: 01/05/2009

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Sharon Maselli _____ 01/05/2009
Initiator Date
Sharon Maselli _____ 01/05/2009
Department Chairperson Date
Linda Larson-Singer _____ 12/16/2008
Curriculum Chairperson Date

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

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

Target Course & Number, Title: ENGLISH 21, ENGLISH FUNDAMENTALS

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: ESL 6A: English as a Second Language, Writing and Grammar
(As validated on 9/21/04)
- Corequisite:
- Advisory:

A. **Target Course Entry Skills: English 21, English Fundamentals**

(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. Write sentences with a few errors in grammar and structure.
2. Read and summarize selected pre-college level essays.
3. Recognize author's overall meaning, purpose and tone.
4. Write an organized paragraph in response to a given topic.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:** **ESL 6A, College English as a Second Language: Writing and Grammar**

(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. Write standard five-paragraph essays using the following rhetorical modes: expository, comparison/contrast, process, and cause/effect.
2. Do in-class essay writing.
3. Employ pre-composing techniques, such as brainstorming, listing, clustering, and free writing, to find usable topics and to discover ideas based on student's own experiences, knowledge, and/or reading.
4. Develop thesis essay with a clear, coherent, and unified manner that has a clearly delineated introduction, body, and conclusion.
5. Write paragraphs and/or essays that have unity, substance, and clarity and are appropriate for the topic.
6. Write with fluency, using sentence variety—simple, compound, compound-complex and relative clause formations, reductions, and a variety of transitions.
7. Do peer review to recognize and make suggestions for improvement in other students' writings.
8. Make significant changes in drafts, revising throughout the writing process—adding, deleting, substituting and rearranging at the level of the word, phrase, sentence, and paragraph.
9. Proofread writing to make improvements in contents and edit to check for mechanical and grammatical errors, including punctuation and spelling.
10. Read a full-length novel and evaluate various aspects.
11. Summarize non-fiction reading materials.
12. Respond to readings, such as articles and short stories, in a journal.
13. Write answers to typical essay questions.
14. Do research in library to discover ideas for their writing

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

ENGLISH 21, English Fundamentals Entering Skills of Target Course

COURSE & NUMBER: ESL 6A
Course Title: College ESL 6A, writing and Grammar
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X								
2									
3									
4									
5				X					
6				X					
7									
8									
9	X								
10		X							
11		X							
12									
13									
14									

~~Additional skills provided by ESL 6B~~

Comments:

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

Validation requires at least on match of each exit skill with each entry skill.

Was validation achieved? X YES or NO

PARTICIPANTS IN CONTENT REVIEW:

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

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Initiator Date

Department Chairperson Date

Linda Larson-Singer 12/16/2008 – as per 9/21/04 See original on file

Curriculum Chairperson Date

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

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

Target Course & Number, Title: ENGLISH 21, ENGLISH FUNDAMENTALS

(Course to which pre/corequisite/advisory applies)

Use existing validation as of

Check
Applicable
Box

- Prerequisite: ESL 6B: English as a Second Language, Reading and Vocabulary
(As validated on 9/21/04)
- Corequisite:
- Advisory:

A. **Target Course Entry Skills: English 21, English Fundamentals**

(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. Write sentences with a few errors in grammar and structure.
2. Read and summarize selected pre-college level essays.
3. Recognize author's overall meaning, purpose and tone.
4. Write an organized paragraph in response to a given topic.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:** **ESL 6B, College English as a Second Language: Reading and Vocabulary**

(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. Read and understand ninth grade reading material.
2. Demonstrate in writing or class discussion comprehension in a selection of main idea, specific information, general register, intended audience, implicit information, and fact or opinion.
3. Demonstrate understanding of unfamiliar vocabulary using context clues, i.e. from semantically related concepts, contrasts, cause-effect relationships, and using Greek and Latin word roots.
4. Skim to identify the main ideas and supporting details.
5. Scan for specific information.
6. Recognize common rhetorical modes, purposes, and methods of development in a variety of written material.
7. Expand vocabulary using various word forms.
8. Summarize expository, argumentative, or narrative reading selections.
9. Use a standard monolingual American dictionary to select appropriate meaning for a given vocabulary item and select appropriate form of the word.
10. Use the library to locate a book in the stacks, a periodical, or reference book.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

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

**ENGLISH 21, English Fundamentals
Entering Skills of Target Course**

COURSE & NUMBER: ESL 6B
Course Title: College ESL 6B, Reading and Vocabulary
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1		X							
2			X						
3									
4									
5									
6			X						
7									
8		X	X						
9									
10									

Additional skills provided by ESL 6A

Comments:

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

Validation requires at least on match of each exit skill with each entry skill.

Was validation achieved? X YES or NO

PARTICIPANTS IN CONTENT REVIEW:

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

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Initiator Date

Department Chairperson Date

Linda Larson-Singer 12/16/2008 – as per 9/21/04 See original on file

Curriculum Chairperson Date

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

Subject: **ENGLISH**

Number: **21**

Course Title: **ENGLISH FUNDAMENTALS**

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

	RATING CRITERION	
	MET	NOT 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).		
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	

Title5Assurances,NDA,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.

Sharon Maselli

Originator

12/15/2008

Date

Sharon Maselli

Department/Cluster Chairperson

12/15/2008

Date

Linda Larson Singer

Articulation Officer

12/16/2008

Date

Shelley Werts

Librarian

12/18/2008

Date

Dan Walden

Dean (if applicable)

12/18/2008

Date

Linda Larson-Singer

Curriculum Committee Chairperson

12/16/2008

Date

Alfred Reed

Academic Senate President

12/19/2008

Date

Leige Doffoney

Vice President, Academic Affairs

01/06/2009

Date

Jack E. Daniels, III

College President

01/06/2009

Date