



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: New Course, Non-Degree Applicable, 2008-2009
(Addition of Existing District Course)

1. COLLEGE: Southwest

2. SUBJECT (DISCIPLINE) NAME: ENGLISH
(40 characters, no abbreviations)

3. COURSE NUMBER: 82

4. COURSE TITLE: Introduction to College English as a Second Language

5. UNITS: 5

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

This course is specifically for students whose first language is not English. It introduces basic English grammar, sentence structure, vocabulary, beginning reading for comprehension, guided writing and oral communication for the low-intermediate.

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

A writing and grammar class that introduces the fundamentals of English as a second language.

8. INITIAL COLLEGE COURSE APPROVAL DATE, Curriculum Committee: 1/13/09
INITIAL COLLEGE COURSE APPROVAL DATE, Senate: 1/15/09

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

- Content Last Update:
Objectives Last Update:
College Specific Course Attributes/Data Elements Last Update:
District wide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

[Empty box for additional updates]

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:	5	90	5
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	5	90	5

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)
ESL	2A	College English as a Second Language II: Integrated Skills A, Writing and Reading	6.0	1/13/09

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 – Lecture: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).	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.”)
<p>A. Grammar</p> <ol style="list-style-type: none"> 1. Using simple present, past and future time 2. Using the present perfect and past perfect 3. Asking questions 4. Understanding nouns and pronouns 5. Using modal auxiliaries 6. Word Forms <p>B. Reading – Introduction to low-intermediate reading and vocabulary</p> <ol style="list-style-type: none"> 1. Comprehension; main idea, details 2. Vocabulary: using word forms 3. Introduction to common literary devices: plot, point-of-view, theme, tone, and character 4. Develop techniques to dissect and decode literary devices <p>C. Oral Communication</p> <ol style="list-style-type: none"> 1. Command of correct low-intermediate syntax 2. Group discussions 3. Understanding and use of correct morphology <p>D. Writing</p> <ol style="list-style-type: none"> 1. Paragraph form and punctuation 2. Development of sentence and paragraph writing 3. Format and themed writing 4. Editing and revision 5. Introduction to thesis, main idea, supporting ideas and conclusion 6. Application of grammatical form and final s 	30	<ol style="list-style-type: none"> 1. Use and apply grammar course content in writing exercises, guided writing and everyday use. 2. Discuss major ideas and vocabulary of low-intermediate level reading selections. 3. Write 5-7 sentence paragraphs that demonstrate correct use of grammar, content, and paragraph structure. 4. Decode low-intermediate informative material. 5. Identify main idea, sequencing of ideas, and details. 5. Recognize and use low-intermediate vocabulary. 6. Expand vocabulary using word forms. 7. Recognize and use idiomatic expressions. 8. Compose sentences using present continuous, present, past tense, future (will and going to), past continuous, and present perfect. 9. Use capitalization and punctuation rules correctly in writing. 10. Brainstorm, as part of a class, vocabulary and ideas needed to write paragraphs. 11. Using a model, compose paragraphs on a topic previously discussed in class or presented in a reading. 12. Compose paragraphs in paragraph form, indenting and using margins. <p>SLOs:</p> <ol style="list-style-type: none"> 1. Apply and analyze intermediate rules of grammar in reading and writing.
	20	
	10	
	30	
Total Lecture hours*	90	

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).	Hours per Topic	COURSE OBJECTIVES - Laboratory (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.”) ²

² In general “activity” courses or portions of courses are classified “laboratory.”

Total Lab 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> define repeat record list recall name relate underline	<u>Comprehension</u> translate restate discuss describe recognize explain express identify locate report review tell	<u>Application</u> interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	<u>Analysis</u> distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	<u>Synthesis</u> compose plan propose design formulate arrange assemble collect construct create set up organize prepare	<u>Evaluation</u> 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 82/ ESL/ College English as a Second Language

Faculty/Staff Participants: Cheryl Goss, Instructor; Dr. Sharon Maselli, Chair

SLO Review, 12.15.08

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)
1. Apply and analyze low-intermediate rules of grammar in reading and writing.	Pre/Post Test (Pre –test at the beginning of the semester and post-test cumulative final exam)		Spring 2009	

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

2. REQUIRED TEXTS:

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

Azar, Fundamentals of English Grammar, 2003

3. SUPPLEMENTARY READINGS:

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

Low-intermediate reader

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:

Write a five to seven sentence paragraph incorporating new grammar and vocabulary, as well as, quizzes, and

grammar exercises.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Daily reading of texts, practice writing basic sentences, paragraphs and studying new vocabulary.

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.

Analyze specific passages in a text as to how they relate to real life experiences.

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):

Vocabulary and grammar quizzes, midterm and final exam, class participation and writing assignments.

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.

N/A

10. COMPUTER COMPETENCY:

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

N/A

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.

This course will introduce students to information and vocabulary through library and Internet use.

12. DIVERSITY:

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

This course shall include works by writers from different cultural and social backgrounds and themes related to race, class, and gender.

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 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: ENGLISH 82
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :
This courses is **Non-degree applicable**
8. **CREDIT/NO CREDIT GRADING:** **No**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **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."

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

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

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

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

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

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

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

16. TOP CODE – (6 digits XXXX.XX) 4930.82

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. New Course . Board Approval Date: . Effective Semester:
b. Addition of Existing District Course . College Approval Date: 1/13/09 . Effective Semester:
Spring 09
c. Course Change* . College Approval Date: . Effective Semester:
d. Outline Update . College Approval Date:

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

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

1. **ORIGINATOR:** Cheryl Goss

2. **DEPARTMENT:** English

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:

ESL 3C and 4C

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

Yes (If yes, briefly explain how)

It is hoped that the addition of this class will offer alternatives to the credit ESL students.

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

Additional staff -- List additional staff needed:

N/A

Classroom -- List classroom type needed:

Standard

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

N/A

Supplies- List supplies and indicate dollar value:

N/A

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:

N/A

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: ENGLISH 82, Introduction to College English as a Second Language
(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **ESL 2A : College English as a Second Language II, Writing and Grammar**
(or placement through assessment)
- Corequisite:
- Advisory:

A. **Target Course Entry Skills: Course & Number, Title: ENGLISH 82: Introduction to College ESL**
(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. Recognize the relationship between basic sounds and spelling patterns in English
2. Write meaningful simple sentences using present continuous, present, past tenses, and future (will and going to)
3. Use basic capitalization and punctuation rules
4. Read short, simplified informative materials and write answers to relevant questions
5. Recognize and use vocabulary
6. Write and revise guided paragraphs in paragraph form, i.e., indenting and using margins

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**
Course & Number, Title: ESL 2A : College English as a Second Language II, 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. Compose exercises, controlled in nature, to reinforce in writing a grammar point or language function
2. Recognize the relationships between basic sounds and spelling patterns in English.
3. Decode and review simple informative material
4. Identify main idea, sequencing of ideas, and details
5. Recognize and use basic vocabulary
6. Expand vocabulary using word forms
7. Recognize and use some common idiomatic expressions
8. Compose sentences using present continuous, present, past tense, future (will and going to), past continuous, and present perfect
9. Use basic capitalization and punctuation rules in writing
10. Brainstorm, as part of a class, vocabulary and ideas needed to write guided paragraphs
11. Using a model, compose paragraphs on a topic previously discussed in class or presented in a reading
12. Compose paragraphs in paragraph form, indenting and using margins.
13. Recall and discuss US customs and exercises to achieve control of grammatical forms and structures, punctuation, and capitalization expectations at school and in social situations.

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 82
Course Title: Introduction to College ESL

Entering Skills of Target Course

COURSE & NUMBER: ESL 2A
Course Title: College ESL II, Writing and Grammar

Exit Skills of Prerequisite Course

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

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: Chairperson, EFL Initial: SM Date: 01/09/2009

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

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

CERTIFIED BY:

Initiator	Date
<u> Sharon Maselli </u>	<u> 01/12/2009 </u>
Department Chairperson	Date
<u> Linda Larson-Singer </u>	<u> 01/14/2009 </u>
Curriculum Chairperson	Date

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

Subject: **ENGLISH** Number: **82** Course Title: **Introduction to College English as a Second Language**

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

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

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

RATING CRITERION

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

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.

Cheryl Goss by Sharon Maselli

Originator

01/12/2009

Date

Sharon Maselli

Department/Cluster Chairperson

01/12/2009

Date

Linda Larson Singer

Articulation Officer

01/12/2009

Date

Shelley Werts by Gabrielle Arvig

Librarian

1/13/2009

Date

Patrick Jefferson

Dean (if applicable)

01/15/2009

Date

Linda Larson-Singer

Curriculum Committee Chairperson

01/13/2009

Date

Alfred Reed

Academic Senate President

01/14/2009

Date

Leige Doffoney

Vice President, Academic Affairs

01/14/2009

Date

Jack E. Daniels, III

College President

01/14/2009

Date