



Los Angeles Community College District COURSE OUTLINE

Outline Status: Outline Update (ECD 9760); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: ENGLISH**
3. **COURSE NUMBER: 094**
4. **COURSE TITLE: INTENSIVE GRAMMAR REVIEW**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

This course offers an intensive review of the principles of standard English grammar, sentence structure, and English usage and diction. The course will cover the parts of speech, verb forms and tenses, fragments, run-ons, and other issues in standard grammar and usage. Students will learn to identify errors and correct them. This course is intended for students preparing for English 28, English 31 and English 101.

7. CLASS SCHEDULE COURSE DESCRIPTION:

This course will review the basics of grammar, sentence structure, and English usage and diction. The course will cover the parts of speech, verb forms and tenses, fragments, run-ons, and other issues in grammar and usage.

8. **INITIAL COLLEGE APPROVAL DATE: 5/27/03**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 11/17/09**
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
<i>Totals In Protocol:</i>	Lecture: 3	Lecture: 54	
	Lab: 0	Lab: 0	
	Total: 3	Total: 54	Total: 3

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: No

	Subject	Number	Course Title	Units	Validation Approval Date

COREQUISITES: No

	Subject	Number	Course Title	Units	Validation Approval Date

ADVISORIES: No

	Subject	Number	Course Title	Units	Validation Approval Date

12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 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: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see <u>Bloom's Taxonomy</u> for 'action verbs requiring cognitive outcomes.'</i>)
Orientation, class overview, texts, requirements	3	1. Assess the course schedule, syllabus, textbooks, and requirements.
A. The Parts of Speech	6	2. Name the parts of speech and explain their usage.
1. Nouns		3. Identify problems with subject-verb agreement.
2. Pronouns		4. Explain how to conjugate verbs and practice conjugation.
3. Prepositions		5. Distinguish the difference between nouns, pronouns, and proper nouns.
4. Adjectives		6. Practice correct standard sentence structure and locate sentence errors such as fragments and run-ons.
5. Adverbs		7. Apply grammatical rules to sentences; recognize different errors in writing.
6. Conjunctions		8. Evaluate sentences for standard grammar and usage.
7. Interjections		
B. Verb Forms and Tenses	12	
1. Regular and Irregular		
2. Present Tense		
3. Past Tense		
4. Subject-verb Agreement		
Nouns, Noun Phrases, Pronouns, Proper Nouns	9	
1. Singular Nouns		
2. Plural Nouns		
3. Words that Stand for Nouns		
4. Nouns that Refer to Something Specific		
Fragments, Run-ons and Comma Splices	9	
1. Dependent Word Fragments		
2. --ing and --to Fragments		
3. Added-Detail Fragments		
4. Missing-Subject Fragments		
5. Fused Sentences		
6. Misusing a Comma as a Period		
Parallelism and Diction	6	
1. Two or More Ideas Should be Matching		
2. Using Words Correctly		
Common Errors in English Usage	6	
1. Using Standard English Forms		
Complete Grammar Review for Final Exam	3	
Total:	54	
Total Hrs In Protocol:	54	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: 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 - Lab: Upon successful completion of this course, the student will be able to.. (<i>Use action verbs - see <u>Bloom's Taxonomy</u> for 'action verbs requiring cognitive outcomes.'</i>)
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

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. Identify and evaluate major grammar and usage errors. 2. Identify correct and incorrect grammatical and sentence structures. SLO REVIEW, 10/17/09, GY	Cumulative final exam for SLO #1 and #2.	Rubric attached for SLO #1 and #2.	Spring 2010	

2. REQUIRED TEXTS:

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

English Brushup, 4th Edition, Winkler, Anthony C. and Langan, John; 2007
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3. READING ASSIGNMENTS:

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

Assignments will include reading sentences and paragraphs that emphasize correct standard diction, usage, and sentence structure. Class discussion and analysis will follow.
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4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Assignments will include writing sentences and short compositions. For example, students may be asked to write sentences based on their experiences at a job or write a short composition in response to a question about how they write. Homework will be evaluated and students will be asked to make corrections.
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5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

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

Assignments may include homework that tests the students' knowledge of standard grammar and usage. Practice and applications will be based on tutorial guides and textbook assignments. For example, tutorial guides on fragments will be browsed and students will get to practice choosing the correctly-written sentence.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Assignments will include evaluation of sentences that contain grammatical errors. The students will identify the errors and correct the sentences.

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):

Methods of evaluation will include quizzes, tests, and exams.

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

Collaborative learning.

9. SUPPLIES:

List the supplies the student must provide.

Pen and paper

10. COMPUTER COMPETENCY:

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

Using textbooks as an informational resource. Computer literacy is not required.

11. INFORMATION COMPETENCY:

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

Using textbooks as an informational resource. Computer literacy is not required.

12. DIVERSITY:

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

The class is open to students of all ethnicities and genders.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) 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 <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

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

b. 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

Stand alone course

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS: N/A

a. Transferable to the University of California: No b. UC Approval Date:	c. Transferable to the California State University: No d. College Approval Date:
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: None b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: None b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: None b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: None b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?: No

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** English And Foreign Languages
2. **DEPT/DIVISION CODE:** 04
3. **SUBJECT CODE:** 399
4. **SUBJECT ABBREVIATION:** ENGLISH
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** INTENSIVE GRMR REVW
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: **Non Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

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 55000(j) 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**

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 W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

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

14. COOPERATIVE EDUCATION STATUS:

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

15. COURSE CLASSIFICATION: Adult and Secondary Basic Skills

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

16. TOP CODE - (6 digits XXXX.XX): **4930.21**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): **E**

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS**1. APPROVAL STATUS:**

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 8/29/03	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 11/17/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

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

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

N/A – Existing Course

1. **ORIGINATOR: Dillon, Sioban V.**

2. **DEPARTMENT: 04**

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 course. 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:

Fewer sections of English 101 will be offered each semester and English 94 will be offered in its place. Student demand will determine the number of sections.

4. **IMPACT**

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:

Regular

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

Supplies- List supplies and indicate dollar value:

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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:

1) Elbaum, Sandra. Grammar in Context, 3rd Edition. Boston: Heinle, 2001. 2) Faigley, Lester. The Brief Penguin Handbook. New York: Longman, 2003. 3) Langan, John. English Skills, 7th Edition. New York: McGrawHill, 2001. 4) Langan, John. English Brushup, 3rd Edition. New York: McGrawHill, 2003. 5) Winkler, Anthony. Writing Talk: Sentences and Paragraphs with Readings, 3rd Edition. Upper Saddle River, NJ: Pearson Education, 2003.
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CERTIFICATION AND RECOMMENDATION

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

Sioban Dillon	11/23/2009
Originator	Date
Sioban Dillon	11/23/2009
Department/Cluster Chairperson	Date
Linda Larson-Singer	11/17/2009
Articulation Officer	Date
Ramon Miramontes	11/23/2009
Librarian	Date
Dan Walden	11/17/2009
Dean (if applicable)	Date
Linda Larson-Singer	11/17/2009
Curriculum Committee Chairperson	Date
Allison Moore	11/24/2009
Academic Senate President	Date
Mary Callahan	12/08/2009
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

SLO Rubric	Rubric for English 94	<u>English94.ECD.SLORubric.1109.doc</u>
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LOS ANGELES SOUTHWEST COLLEGE
CUMULATIVE FINAL EXAM FOR ENGLISH 94
 SLO Scoring Rubric

SLO's: 1.) Identify and evaluate major grammar and usage errors and 2.) Identify correct and incorrect grammatical and sentence structures.

Competency Levels:

Criteria:	PASS	FAIL	Number of students PASSING	Number of students FAILING
Grammar and mechanics.	Student can recognize correct grammatical usage of the parts of speech. Student can correctly identify sentences that are free from a variety of errors including fragments, run-ons, comma splices and more. (1)	Student fails to identify correct grammatical usage of the parts of speech. Student cannot identify sentences that are free from a variety of errors including fragments, run-ons, comma splices and more. (0)		
Standard English usage and forms.	Students can recognize Standard English usage and forms in subject-verb agreement and application of correct verb tenses. (1)	Student fails to identify Standard English usage and forms leading them to misjudge subject-verb agreement forms and application of verb tenses. (0)		
Sentence Structure	Student can recognize correct sentence structure by identifying correct examples of parallelism and proper diction. (1)	Student fails to identify faulty parallelism and improper diction. Student cannot differentiate between correct and incorrect sentence structure. (0)		