



Los Angeles Community College District

NON-CREDIT COURSE OUTLINE

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: New Course, 2006-2007

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- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME (40 characters, no abbreviations): Academic Preparation
3. COURSE NUMBER: 005 CE
4. COURSE TITLE: Language Arts: Reading Non-Fiction
5. CATALOG COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course reviews the most common writing patterns that are generally found in college textbooks. The organization of ideas is studied in conjunction with the strategies with which the reader can improve reading comprehension in various subject areas using college textbooks.

- 6. CLASS HOURS: Under "total hours per term," indicate the total number of hours the average student will need to complete the course objectives in section II. To determine the number of standard hours per week, divide the total hours by 18.

Table with 3 columns: Category, Total Hours per term, Standard Hours per week (total hours per term divided by 18 weeks). Rows include Lecture hours (90, 5), Lab hours (0, 0), and Total hours (90, 5).

- 7. 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

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

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture: Outline topics included in the lecture portion of the course, if applicable. (<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 Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
<ul style="list-style-type: none"> • 1. Understanding the Vocabulary in Academic Texts <ul style="list-style-type: none"> a. Process for Using Context Clues b. The Most Useful Types of Context Clues • 2. Strategies for Recognizing and Remembering Subtopics and Main Ideas <ul style="list-style-type: none"> a. Topic of a Reading Selection b. Recognizing Subtopics c. Recognizing the Main Idea d. Topical Outlining • 3. Understanding Details <ul style="list-style-type: none"> a. Types of Details b. Details as Answers to Questions c. Major and Minor Details • 4. Patterns of Organization in Academic Texts <ul style="list-style-type: none"> a. Identifying Patterns b. Relationships between Main Ideas, Details, and Patterns c. Recognizing Patterns of Organization • 5. Strategies for Critical Reading and Thinking <ul style="list-style-type: none"> a. Facts vs. Opinions b. Recognizing Point of View c. Reading to Make Inferences • 6. Strategies for Reading Visual Aids in Texts <ul style="list-style-type: none"> a. Various Types of Visual Aids b. Visual Aids Facilitate Comprehension c. Effective Strategies for Reading Visual Aids 	<p>5</p> <p>10</p> <p>10</p> <p>10</p> <p>15</p> <p>5</p>	<ol style="list-style-type: none"> 1. Distinguish between main ideas and subtopics and construct a topical outline of various nonfiction textbook samples. 2. Apply strategies for critical reading and thinking to demonstrate comprehension of various nonfiction textbook samples. 3. Identify patterns of organization of various nonfiction textbooks samples. <p>SLOs: As a result of this learning experience, the student can:</p> <ol style="list-style-type: none"> 1. Distinguish between main ideas and subtopics and construct a topical outline of various nonfiction textbook samples

record list recall name relate underline	discuss describe recognize explain express identify locate report review tell	employ use demonstrate dramatize practice illustrate operate schedule shop sketch	differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	design formulate arrange assemble collect construct create set up organize prepare	rate compare value revise score select choose assess estimate measure
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2. REQUIRED TEXTS:

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

Lewis, Jill, Reading for Academic Success, Houghton Mifflin, 2002 and Instructor Materials

3. SUPPLEMENTARY READINGS:

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

Online resource www.passporttocollegereading.com (McGraw-Hill); Lewis Jill, Reading for Academic Success Workbook, Houghton Mifflin, 2002 and Instructor Materials

4. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may involve, but are not limited to:

Each student will apply critical reading strategies and create a topical outline of a sample nonfiction textbook chapter. This assignment will require utilization of the library and other campus resources during class.

5. SUPPLIES:

List of supplies the student must provide:

Pen and notebook

6. 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.

Students will demonstrate information competency by applying critical reading strategies during class discussions on various sample nonfiction textbooks.

7. COMPUTER/INFORMATION COMPETENCY:

If applicable, explain how computer/information competency is infused into the course.

Computer competency is not required, but encouraged through the use of the campus library's online resources.

8. DIVERSITY:

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

One weekly class discussion will include the issue of cultural diversity from nonfiction textbook. Students will apply critical reading strategies during the class discussion.

9. 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, ranks 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 Troubleshoots Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: SUPPLEMENTAL COURSE INFORMATION

1. **ORIGINATOR:** **Marian Ruane and Shelley Werts**
2. **DEPARTMENT:** **English and Foreign Languages**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **980**
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **ACAD PR**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **9**

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."

Permits the student to continue to develop and improve critical reading skills
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5. **COURSE CLASSIFICATION** (choose only one)

H 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."

6. **SAM CODE (Student Accountability Model)**
(choose only one):

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, which must have the approval of the State of California, Department of Industrial Relations, 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" pre-requisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs, which should be of 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.

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

7. IS THIS COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES?

No

Section IV – CHANCELLOR’S OFFICE INFORMATION

- 1. COLLEGE & COLLEGE CODE:** Southwest-195387
- 2. STATIC COURSE IDENTIFIER (Subject Code + Course Number):** 980 005 CE
- 3. FTES (Previously ADA) ELIGIBLE AREA --** Assign the code which describes the primary area in which the course is offered. For each area, specific TOP Codes must be entered. These codes are listed under each area as follows:

C—Elementary and Secondary Basic Skills

- 4. TOP CODE – (6 digits XXXX.XX) 4930.70**

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm

Category/TOP Code

Parenting TOP Codes: 13004.20, 1304.60, 1304.00-1304.20, 2107.10-2107.30
Elementary and secondary basic skills TOP Codes: 2107.70, 4930.00-4930.72
English as a second language TOP Codes: 4930.80-4930.89
Citizenship for immigrants TOP Codes: 4930.90
Education program for substantially handicapped TOP Codes: 4930.30-4930.33
Short-term vocational programs with high employment potential TOP Codes (Vocational)
Education programs for older adults. All TOP Codes:
Eligible courses for older adults may include offerings in the following subjects: Health, Consumer Resources, Self-Management and Entitlements, Therapy
Education programs in home economics TOP Codes: 1300.00-0808.00, 0808.20, 0835.10, 0837.00, 1399.99, 0899.00, 1200.00-1299.99, 1305.30, 2101.20-2101.50, 2104.30, 2107.40, 2107.80, 2102.60
Health and safety education TOP Codes: 0808.00, 0808.20, 0835.10, 0837.00, 0899.00, 1200.00-1299.99, 1305.30, 2101.20-2101.50, 2104.30, 2107.40, 2107.80, 2102.60

- 5. CERTIFICATION OF MUTUAL AGREEMENT --:**
0-Approval requested for "adult basic education"

Note: For items 1-3, the District must have a required annual update of certification of mutual agreement under Education code Sections 8512 and 8530-8534

- 6. SPECIAL PROGRAM IDENTIFIER--** Indicates course and section are part of a special program and the nature of that program: **0 -- Not Applicable**
- 7. PRIMARY METHOD OF COURSE EVALUATION: 2-Objective Measurement**
- 8. TEACHING MATERIALS: 1-Published textbook and 3-Teacher -prepared materials**

9. METHOD OF INSTRUCTION (select all that apply):

- (a) Lecture, Demonstration
- (b) Laboratory
- (c) Workshop
- (d) Instructional Aide
- (e) Lecture Series
- (f) Computer Assisted

10. DEMONSTRATION OF NEED: Identify the **primary** method used to determine the need for this course: 4-Administrative Judgment

11. COURSE OBJECTIVES – From the list below, choose the three most important objectives of the course; however, other objectives may exist. No order of importance is requested and all three objectives may be chosen from any one group:

- (a) **22** (b) **21** (c) **24**

GENERAL KNOWLEDGE - BREADTH

THE FAMILIARITY WITH AN UNDERSTANDING OF FACTS AND PRINCIPLES ACROSS SEVERAL BROAD FIELDS.

- 01 Broad general theory in the discipline
- 02 Social attitudes in terms of the relationship of the individual student to the discipline.
- 03 Cultural knowledge relating the discipline to the culture.

SPECIALIZED KNOWLEDGE – DEPTH

- 11 Acquisition of essential abstract theory for the discipline.
- 12 Mastering of facts and basic principles of the discipline.
- 13 Knowledge of vocabulary and meaning of terms related to the discipline.

SKILL DEVELOPMENT – APPLICATION

- 21 Knowledge skills – The ability to relate general or specialized knowledge relevant to a problem and to implement a solution; also, the ability to locate, retain and apply relevant knowledge.
- 22 Critical thinking and reasoning skills – The ability to formulate and analyze problems and to employ rational processes to achieve increased understanding (e.g., the recognition of biased points of view in a speech or a book; the recognition of cause-and-effect relationships).
- 23 Creative skills – The ability to design, produce or otherwise bring into existence original perspectives, explanations and implementations (e.g., the production of unique communication; the development of an effective plan or solution to a problem or the creation of works of art).
- 24 Communication skills – The ability or competence to read, write, speak and listen, the ability to convey information, attitudes and emotions and the ability to receive an interpret communications. In addition, these skills encompass non-oral, communications.
- 25 Motor skills – The ability or competence in tasks requiring physical dexterity and skill.
- 31 Physical health – The physical well being of students.
- 32 Mental health – The mental well being of students.
- 33 Change/Stability – Attitudes toward new and different ideas, relationships, products or methods. The desire to introduce, avoid or be associated with changes.
- 34 Self-Concept – The feeling and acceptance of oneself as having basic worth and value.

12. METHODS OF EVALUATION:

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

- Tests
- Daily practice
- Quizzes
- Skills demonstrations
- Journals
- Student satisfaction
- Subjective measurement
- COPES
- Other (explain)

SECTION V: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|---|-----------------------------------|------------------------------------|
| <input checked="" type="checkbox"/> New Course | Board Approval Date: | Effective Semester:
Su07 |
| <input type="checkbox"/> Addition of Existing District Course | College Approval Date:
pending | Effective Semester: |
| <input type="checkbox"/> Course Change* | College Approval Date: | Effective Semester: |
| <input type="checkbox"/> Outline Update | College Approval Date: | Effective Semester: |

COLLEGE COURSE APPROVAL, ACADEMIC SENATE: 4/10/07
COLLEGE COURSE APPROVAL, CURRICULUM COMMITTEE: 3/20/07
COLLEGE OUTLINE APPORVAL DATE: 3/20/07

* Complete Course Change form. Course changes require college approval; in some cases districtwide approval is also required. See, Administrative Regulation E-65, section 3(b) for details.

Section VI: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(To be completed in consultation with Department Chair and the appropriate academic administrator)

- 1. ORIGINATAOR:** Marian Ruane and Shelley Werts
- 2. DEPARTMENT:** Dept. of English and Foreign Language
- 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:

Sections of preparatory courses will be rotated throughout the school year. Funding will come from the general college budget (Program 100) and revenue generated from noncredit student apportionment based on student positive attendance.

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

Yes

This course prepares students for college level studies in English, Behavioral and Social Sciences, Physical Sciences, Business, Arts, Nursing and Child Development

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

Additional staff needed: **Hourly, noncredit instructor**

Classroom type needed: **Regular (existing)**

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

Students will need access to computers for online tutorials and research which is available in the LASC Library, English Lab and LRC Lab. No additional costs.

Supplies needed: -- List supplies and indicate dollar value:

Instructional Aids by textbook publisher \$50.00

Library/Learning Resources -- List Library and Learning Resources needed, including the cost and funding source for needed resources:

Access to library print and online resources. No additional costs.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA, NON-CREDIT COURSES

Subject: Academic Preparation; Number: 5; Course Title: Language Arts: Reading Non-Fiction CE

According to Section 55002(c) of Title V,

A noncredit course is a course which, at minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a) (1) of Section 55002) and approved by the district governing board as a course meeting the needs of enrolled students.

<u>CRITERIA AND STANDARDS</u> Section 55002(c)	<u>RATING CRITERION</u>	
	MET	NOT MET
Standards of Approval: The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses are limited to the categories of instruction listed in Education Code section 84711, and must be approved by the Chancellor's Office as noted in Title V, section 55150.	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 scope, objectives, contents, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.	X	
Conduct of Course: All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and with other specifications defined in the course outline of record.	X	

Title5Assurances,noncredit,206

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 and Education Code requirements for Non-Credit Course.

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

<u>Shelly Werts</u> Originator	<u>03/20/2007</u> Date
<u>Linda Larson-Singer</u> Articulation Officer	<u>05/11/2007</u> Date
<u>Linda Brady</u> Librarian	<u>05/14/2007</u> Date
<u>Sharon Maselli</u> Department/Cluster Chairperson	<u>05/09/2007</u> Date
<u>Dan Walden</u> Dean (if applicable)	<u>05/14/2007</u> Date
<u>Linda Larson-Singer</u> Curriculum Committee Chairperson	<u>05/11/2007</u> Date
<u>Reggie Morris</u> Academic Senate President	<u>05/14/2007</u> Date
<u>Dan Walden for Leige Henderson</u> Vice President, Academic Affairs	<u>07/17/2007</u> Date
<u>Jack E. Daniels</u> College President	<u>07/19/2007</u> Date