



# Los Angeles Community College District

## NONCREDIT COURSE OUTLINE

### Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Outline Update

CURRICULUM COMMITTEE APPROVAL DATE: 4/20/10

1. **COLLEGE:** L.A. Southwest
2. **SUBJECT NAME**<sup>1</sup> (40 characters, no abbreviations): English as a Second Language Noncredit
3. **COURSE NUMBER:** 041CE
4. **COURSE TITLE:** English as a Second Language - Writing/Grammar/Reading/Listening and Speaking II
5. **CATALOG COURSE DESCRIPTION** -- Provide a description of the course, including an overview of the topics covered:

This competency-based, open-entry ESL course teaches high beginning English speaking, listening, comprehension, reading and writing to non-native speakers of English. This course develops communicative competence in listening, speaking, reading and writing skills in English. To develop these skills, a sequence of grammatical structures is integrated in the context of everyday situations.

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

*This competency-based course develops communicative competence in high beginning listening, speaking, reading and writing skills in English. To develop these skills, a sequence of grammatical structures is integrated in the context of everyday situations.*

7. **CLASS HOURS:** Standard hours represent the number of hours per week a course would meet, if the semester were 18 weeks long. To determine "total hours per term," multiply the standard hours by 18.

	Standard Hours per (total hours per term divided by 18 weeks)	Total Hours per term (standard hour x 18)
Lecture hours:	5.00	90.00
Lab hours:	5.00	90.00
Total hours:	10.00	180

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

- 8. 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:

<p>COURSE CONTENT AND SCOPE – <b>Lecture:</b> Outline topics included in the lecture portion of the course, if applicable. <i>(Outline reflects course description, all topics covered in class)</i></p>	<p>Hours per topic</p>	<p>COURSE OBJECTIVES – <b>Lecture:</b> Upon successful completion of this course, the student will be able to... <i>(Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</i></p>
<p><b>COURSE CONTENT AND SCOPE - Lecture:</b> If applicable, outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class). Review of tenses - simple present, present continuous, simple past and future with going to</p> <p>Describing present, past and future actions</p> <p>a. time expressions</p> <p>b. indirect object pronouns</p> <p>Count/Non-count nouns</p> <p>a. food</p> <p>b. being a guest</p> <p>c. describing food preferences</p> <p>Partitives</p> <p>a. imperatives</p> <p>b. eating in a restaurant</p> <p>c. recipes</p> <p>Future with will</p> <p>a. telling about the future</p> <p>b. probability/possibility</p> <p>c. warnings</p> <p>Comparatives</p> <p>a. making comparisons</p> <p>b. should</p> <p>c. possessive pronouns</p> <p>d. giving and receiving advice</p> <p>Superlatives</p> <p>a. describing people, places and things</p> <p>b. expressing opinions</p> <p>Imperatives</p>	<p>7</p> <p>7</p> <p>7</p> <p>7</p> <p>7</p> <p>7</p> <p>7</p> <p>7</p> <p>7</p>	<p>2. Describe activities in the past, present and future related to basic needs and common activities</p> <p>3. Participate in simple conversations dealing with life needs</p> <p>4. Interpret simple short narrative and descriptive passages on familiar topics</p> <p>5. Scan reading material to obtain specific information</p> <p>6. Interpret materials life-skill competencies such as charts, maps and graphs</p> <p>7. Employ present, past and future tenses, including modals, comparisons and imperatives to convey high beginning skills in English</p>

a. Getting around town b. Public transportation Adverbs	7	
a. comparative adverbs b. describing people's actions c. describing plans and intentions Past continuous	7	
a. describing ongoing past b. activities c. reflexive pronouns Ability	7	
a. could/be able to/ have got to b. too+adjective c. expressing past and future ability d. expressing past and future obligation Past tense review	7	
a. expressing past events b. must c. mustn't vs. don't have to d. must vs. should Future Continuous	7	
a. time expressions b. describing future activities c. expressing time and duration Review		
a. Verb tense review b. Some/any Pronoun review	6	
<b>Total Lecture hours</b>	<b>90</b>	

COURSE CONTENT AND SCOPE -- <b>Laboratory:</b> Outline topics included in the laboratory portion of the course, if applicable. ( <i>Outline reflects course description, all topics covered in class</i> )	Hours per topic	COURSE OBJECTIVES – <b>Laboratory:</b> Upon successful completion of this course, the student will be able to... ( <i>Use action verbs – see Bloom's Taxonomy below for "action verbs requiring cognitive outcomes."</i> ) <sup>2</sup>
Computer Orientation Laboratory software to complement in-class instruction will be used. The grammar structures for communication skills will be introduced in class. Software includes listening, speaking, reading and writing practice The software is individualized and self-paced to assist students needing extra		<ol style="list-style-type: none"> <li>1. Apply concepts of computer literacy in the use of hardware and software</li> <li>2. Demonstrate understanding and use of verb tenses in meaningful communication by: <ol style="list-style-type: none"> <li>a. completing cloze exercises</li> <li>b. role-playing and comparing with video</li> <li>c. predicting questions and responses.</li> </ol> </li> <li>3. Indicate understanding and use of</li> </ol>

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

<p>reinforcement or who have missed class Students will be given an orientation to the use of the computer and the various software, lab policies and attendance reporting. After the introduction and orientation, students will use software to practice the following language structures:</p>		<p>various sentence elements in meaningful communication using present, future and past verb tenses</p>
<p>1. Past, present and future activities a. tense review b. like to c. time expressions</p>	<p>(up to) 12  2</p>	<p>4. Utilize various sentence patterns appropriately in meaningful conversation in response to prompts 5. Recognize and distinguish between different questions and appropriate answers 6. Recognize the subtle differences in the use of various modals in oral and written communication</p>
<p>2. Time Expressions a. months of the year and abbreviations b. ordinal number review with dates Describing people a. physical characteristics b. basic information about family c. asking for and reporting information</p>	<p>2   3</p>	
<p>3. Food I a. count/non-count nouns b. inquiring about want/desire c. offering, refusing and accepting an offer</p>	<p>3</p>	
<p>4. Food II a. expressing gratitude b. responding to gratitude c. inquiring about satisfaction d. expressing satisfaction e. hesitating</p>	<p>3</p>	
<p>5. Buying food a. partitives b. requesting c. checking understanding</p>	<p>3</p>	
<p>6. Restaurant a. imperatives b. indicating understanding c. asking for suggestions d. expressing regret e. refusing an offer</p>	<p>3</p>	

7. Time expressions a. future with will b. inquiring about probability c. reassuring d. leave taking	3	
8. Possibility; Warnings a. expressing certainty/uncertainty b. expressing possibility c. warning/reassuring d. expressing worry	3	
9. Describing people and thing a. using comparatives b. expressing agreement/disagreement c. checking understanding	3	
10. Advice and opinions a. comparatives b. should c. asking for and giving advice d. expressing an opinion	3	
11. Describing people a. describing - superlatives b. making a conclusion	3	
12. Describing products a. describing - superlatives b. locating items c. checks/ATM d. returning and exchanging	3	
13. Directions a. imperatives b. asking for and giving directions c. checking understanding d. locating places on a map	3	
14. Public transportation a. expressing and responding to gratitude b. highway and traffic signs c. reading schedules	3	
15. Describing people's actions a. adverbs b. comparative of adverbs	3	

c. agent nouns		
16. Consequences of actions a. if - clauses b. inquiring about and expressing an intention	3	
17. Describing past activities I a. past continuous b. initiating a topic c. reporting an incident	3	
18. Describing past activities II a. reflexive pronouns b. while-clauses	3	
19. Expressing Ability a. could b. had to c. be able to d. too + adjective	3	
20. Making excuses a. be able to b. have got to	3	
21. Medical Advice I a. must b. expressing obligation and understanding c. asking for and reporting information	3	
22. Medical Advice II a. expressing worry an disagreement b. asking for and giving advice c. reading medicine labels d. must vs. should	3	
23. Future activities a. future continuous tense b. time expressions	3	
Topics are introduced, reviewed and integrated throughout the program. Students will take progress tests as they move through the program.		

Total **Lab** hours 90

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

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

(check one box above)

## LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: ESL NC 041CE

Faculty/Staff Participants: Marian Ruane

The student will... <b>(outcome)</b>	As measured by the following method.... <b>(assessment strategy)</b>	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
Increase from level B to level C one level on CASAS (Comprehensive Adult Student Assessment system)	CASAS pretest is administered during first two weeks of semester and again After 60 hours of instruction.			

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

### 2. REPRESENTATIVE RESOURCE MATERIAL:

Provide a list of representative resource

2010	All Star 2	Mc Graw-Hill	2 <sup>nd</sup> Edition
2008	Side by Side 2 Plus	Pearson-Longman	3 <sup>rd</sup> Edition

### 3. REPRESENTATIVE READING ASSIGNMENTS

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

Newspaper, ads, instructions, the "outside world of words"
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### 4. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

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

Students will apply learned English language skills to real life situations; students will practice in real life situations and note difficulties

**5. SUPPLIES:**

List of supplies the student must provide:

N/A

**6. COMPUTER/INFORMATION COMPETENCY:**

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

Computer orientation and software use and management are included in the laboratory component of this course.

**7. DIVERSITY:**

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

Students of all ethnicities share their cultures while learning English.

**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. METHODS OF EVALUATION**

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):

Instructors monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through the use of a variety of informal assessments (applied performance procedures, simulations).

**10. 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. **DEPARTMENT: Noncredit**
2. **DEPARTMENT CODE 92**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 991
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: ESL NC
5. **BASIC SKILLS** -- Title 5, section 55000 ( i) defines “Noncredit basic skills courses” as “those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses...” The allowable TOP codes for Basic Skills classes are as follows: Yes

4930.09 – Supervised Tutoring  
4930.14 – Study Skills  
4930.20 – Communication Skills  
4930.21 – Writing  
4930.30 – Learning Skills, Handicapped  
4930.31 – Living Skills, Handicapped  
4930.32 – Learning Skills, Learning Disabled  
4930.33 – Learning Skills, Speech Impaired  
4930.40 – Career Technical Computational Skills  
4930.41 – Pre-Algebra  
4930.42 – Elementary Algebra (if it is not degree-applicable)  
4930.60 –Elementary Education (Grades 1-8)  
4930.62 – Secondary Education (Grades 9-12) and G.E.D  
4930.70 – Reading Skills Development  
4930.80 – English as a Second Language–Intermediate  
4930.81 – English as a Second Language–Advanced  
4930.82 – English as a Second Language–Elementary  
4930.91 – ESL Civics

6. **COURSE CLASSIFICATION** (choose only one) **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.”

7. **NONCREDIT COURSE CLASSIFICATION J - Workforce - Enhanced**

Courses that are part of a Noncredit Certificate of Completion should be coded J (Workforce Enhanced).

Courses that are part of a Noncredit Certificate of Competency should be coded K (Other Enhanced).

Courses that are not part of a Noncredit Certificate should be coded L (Non-Enhanced)

8. **NONCREDIT ELIGIBILITY CATEGORY: ESL**

Noncredit Area
ESL

Citizenship
ESL Civics
Basic Skills
Health and Safety
Disability Programs
Parenting
Home Economics
Older Adults
Vocational Education
Tutoring
Basic Skills for Workforce Development

**9. TOP CODE 4930.82**

Noncredit Area	Allowable TOP Code
ESL	4930.80, 4930.81, 4930.82
Citizenship	4930.90
ESL Civics	4930.91
Basic Skills	4930.40, 4930.41, 4930.60, 4930.62, 4930.70
Health and Safety	0835.00, 0835.10, 0837.00, 0899.00, 0899.00, 1306.00, 1306.00
Disability Programs	0809.00, 4930.30, 4930.31, 4930.32, 4930.33
Parenting	1305.00, 1305.20, 1305.40, 1305.50, 1305.60, 1305.70, 1305.90
Home Economics	1301.00, 1302.00, 1303.00, 1303.10, 1303.20, 1303.30, 1306.00, 1308.00, 1309.00
Older Adults	All non-vocational TOP Codes or the following vocational TOP codes: 0502.00, 0504.00, 0511.00, 0512.00, 0514.00, 0604.00, 0701.00, 1201.00, 1301.00, 1302.00, 1303.10, 1303.20, 1303.30, 1305.00, 1305.40, 1305.50, 1305.60, 1305.70, 1305.80, 1305.90, 1306.00, 1306.20, 1306.30, 1307.00, 1309.00, 1399.00
Vocational Education	All vocational TOP Codes
Tutoring	TOP Code 4930.72 (Skill Development)
Basic Skills for Workforce Development	4930.40, 4930.41, 4930.60, 4930.62, 4930.70, Vocational TOP codes for courses that are NOT part of short term vocational programs with "high employment potential."

**10. 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 "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.**

**11. IS THIS COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES? No**

**12. MATERIALS FEE \$0**

The Los Angeles Community College District may require students to pay fees for instructional materials that are of continuing value to the student outside of the classroom setting, including, but not limited to, textbooks, tools, equipment, clothing, and those materials that are necessary for the student's vocational training and employment. If applicable, please indicate any such fees.

**13. SPECIAL CHARACTERISTICS CODE DESCRIPTOR (check all boxes that apply)**

Learning Assistance

- Bilingual Education
- Convalescent Setting
- Correctional Facility
- Persons with Substantial Disabilities
- Citizenship for Immigrants

**14. JUSTIFICATION**

Briefly describe the primary method used to determine the need for this course. For example, LaborMarket Projections from Employment Development Department, employer survey, community or student interest survey, state licensing requirements or mandated certification.

**High student demand for basic English as a Second Language courses continues as demonstrated in student and community surveys.**

**15. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED NONCREDIT CERTIFICATE OF COMPLETION OR A NONCREDIT CERTIFICATE OF COMPETENCY **Yes****

If yes, the list the noncredit certificates for which this course meets a requirement

<i>Certificate Title</i>	<i>Type of Certificate (Completion or Competency)</i>	<i>State Unique Code</i>
English Literacy and Civics	Completion	227260

Program Confirmation #: If applicable

16. FUNDING AGENCY CODE: Not Applicable

17. STATE COURSE ID:

## SECTION IV: APPROVAL STATUS

### 1. APPROVAL STATUS:

- |   |                                   |                                  |
|---|-----------------------------------|----------------------------------|
| <input type="checkbox"/> New Course                           | Board Approval Date:              | Effective Semester:              |
| <input type="checkbox"/> Addition of Existing District Course | Board Approval Date:              | Effective Semester:              |
| <input type="checkbox"/> Course Change*                       | College Approval Date:            | Effective Semester:              |
| <input checked="" type="checkbox"/> Outline Update            | College Approval Date:<br>4/20/10 | Effective Semester: Fall<br>2010 |

\* **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 V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(To be completed 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

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

Additional staff needed:

Classroom type needed:

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

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

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



## SECTION VI: APPROVALS

### CERTIFICATION AND RECOMMENDATION

**This course meets Title 5, 55002(c) requirements for Noncredit Course:**

The course treats subject matter and uses appropriate resource materials, teaching methods, and standards of attendance.

The course outline of record specifies the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

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

Originator	Date
Articulation Officer	Date
Librarian	Date
Department/Cluster Chairperson	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date