



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2007-2008

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1: English as a Second Language (formerly English)
3. COURSE NUMBER: 83
4. COURSE TITLE: College Conversational English as a Second Language
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

Intended for students whose mother tongue is not English, this course emphasizes basic language acquisition skills, including intonation patterns, American idioms, sentence patterns, grammar check for language correctness, guided writing, and conversation.

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

This course is designed for students who require additional skills in listening to, speaking, and writing English.

- 8. INITIAL COLLEGE APPROVAL DATE: 9/22/2000
COLLEGE OUTLINE APPROVAL DATE: 1/15/2008

- 9. UPDATES (check all applicable boxes):

Table with 2 columns: Attribute and Last Update. Includes Content, Objectives, College Specific Course Attributes/Data Elements, Districtwide Course Attributes/Data Elements, and Other (describe).

Subject title from English to ESL; top code from 1501.00 to 4930.80;

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

10. CLASS HOURS:

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	3.00	54.00	3
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	3.00	54.00	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: **None** (If Yes, complete information below) (Or by assessment)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

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 <u>applicable</u> , 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 (<i>If applicable</i>): 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>A. Essential vocabulary/American idioms/colloquial expressions</p> <ol style="list-style-type: none"> 1. Expressing hopes and expectations 2. Getting and giving information 3. Making comparisons 4. Giving and getting advice 5. Making polite requests 6. Making small talk 7. Expressing likes and dislikes 8. Asking for permission 9. Making excuses and apologies 10. Sorting out alternatives 11. Expressing regrets 12. Describing yourself to others 13. Making value judgments about the past 14. Interviewing and functioning in the real world 15. Seeking and offering information in school 16. Dealing with money matters 17. Negotiating consumer decisions 18. Levels of formality 	6	<p>A. Use vocabulary essential for everyday life with regard to specific language functions, i.e., making excuses, asking for permission, etc.;</p> <p>B. Distinguish between intonation patterns of “wh-” and yes/no questions.</p> <p>C. Use, both oral and written, commonly accepted colloquial expressions and idioms.</p> <p>D. Select correct word order in sentence patterns for positive and negative statements/questions</p> <p>E. Compose a narrative using regular and irregular verbs in the past tense;</p> <p>F. Use written and oral prompts, clues, and/or facts to compose specific written responses.</p> <p>G. Use written and oral prompts, clues, and/or facts to compose specific oral responses.</p> <p>H. Respond with correct language expressions and sentences in common cultural-specific conversational situations, including required level of formality.</p>
<p>B. Intonation patterns regarding functions</p> <ol style="list-style-type: none"> 1. Asking questions 2. Exclamations 	4	<p>Student Learning Outcomes As a result of this learning experience, a student can:</p>
<p>C. Sentence patterns</p> <ol style="list-style-type: none"> 1. Positive and negative statements and questions 2. Asking questions for information 3. Yes/no questions 	6	<p>A. Ask and answer questions using the past tense (regular or irregular) orally or in writing.</p>
<p>D. Grammar check for language correctness,</p> <ol style="list-style-type: none"> 1. Guessing about the past and present 2. Regular past and present verbs 3. Irregular past and present verbs 4. Wh- questions 5. Short answers 	4	
<p>E. Responding to prompts and clues</p> <ol style="list-style-type: none"> 1. Written responses 2. Oral responses 	20	
Total Lecture hours*	54.00	

COURSE CONTENT AND SCOPE -- Laboratory: If <u>applicable</u> , outline the topics included in the laboratory portion of the course (<i>outline reflects course description, all topics covered in class</i>).	Hours per Topic	COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>) ²
None	0	None
Total Lab hours*	0.00	

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

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

2. REQUIRED TEXTS:

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

Tanka, and Most, P., Interactions K: A Listening and Speaking Skills Book, McGraw Hill, 1996

3. SUPPLEMENTARY READINGS:

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

In addition to the assigned listening-speaking textbook, instructors are free to choose other textbooks of similar nature. Use of an ESL Speech/Language Laboratory is recommended for students for listening comprehension and pronunciation responses. Students will report orally on aspects of reading assignments.

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:

Students will do pair and group problem solving activities. For evaluation purposes, they will write short answers or complete sentences. For example, students will respond with short written answers about the content from a reading, talk or other listening material in order to measure their listening comprehension.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Students will complete problem solving activities not completed in class. They will write short answers and complete sentences. Students will prepare simple oral reports, presentations and questions for interviews. For example, after discussing a specific topic in pairs, groups or the class, students will prepare written note cards to be used for an oral report to the class.

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.

In learning a second language, students are constantly engaged in analyzing context, organizing their thoughts, selecting appropriate grammatical and syntactic structures, and practicing the correct pronunciation of words to convey messages. For example, students will practice the use of the regular and irregular past tense as part of a narrative talk.

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):

Graded work will be composed of the following:

1. listening tests
2. listening/speaking/writing (pair and group problem solving activities)
3. final exam (may include oral and written responses to listening tasks.)
4. attendance and class participation will also be taken into account in computing the final grade since students must be in class in order to complete listening/speaking tasks.

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)

Classroom activities are based on communicative and contextualized learning using techniques, such as presentations of oral information, pair/group work, conversation and comprehension activities, a variety of listening activities, previews and follow-up discussions of readings, vocabulary-building activities, and audio-visual enrichment.

9. SUPPLIES:

List the supplies the student must provide.

None

10. COMPUTER COMPETENCY:

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

Students will learn to use a computer language-learning program that requires listening, imitation and reading skills. They will learn to use the mouse and the keyboard for multiple-choice questions and short answers.

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.

Students will gather information from written material and aural sources to practice listening and speaking.

12. DIVERSITY:

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

The class is open to students of varied backgrounds who will share information regarding native cultures and will learn about American culture.

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://misweb.cccco.edu/esed/webproginv/prod/invmenu.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

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: c. Transferable to the California State University:
- b. UC approval date: d. College approval date:

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

- a. Area requested: None
 b. Date requested:
 c. IGETC approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

- a. Area requested: None
 b. Date requested:
 c. CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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- a. 2nd Area requested: None
 b. Date requested:
 c. IGETC approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2nd Area requested: None
 b. Date requested:
 c. CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? **NO** List college/university and the majors:

College/University	Major(s)

CAN NUMBER: **CAN SEQUENCE NUMBER:**
 CAN Approval -- Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** **English and Foreign Languages**
2. **DEPARTMENT/DIVISION CODE:** **4**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **400** (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: **ESL**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **ESL 83 (from ENGLISH 83)**
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."

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 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: **Liberal Arts Sciences**

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) 4930.80

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

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

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" – Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | | | |
|--|---|--------------------------------|---|---------------------------|
| a. <input type="checkbox"/> New Course | . | Board Approval Date: | . | Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . | College Approval Date: | . | Effective Semester: |
| c. <input checked="" type="checkbox"/> Course Change* | . | College Approval Date: 1/15/08 | . | Effective Semester: Su 08 |
| d. <input checked="" type="checkbox"/> Outline Update | . | College Approval Date: 1/15/08 | . | |

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

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

- By additional funds. Describe:

- By deleting courses from the college catalog and course database. List specific courses to be deleted:

- By deleting sections of existing courses. List courses and number of sections to be deleted:

First year: Second year: Third year:

- By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

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

No (If yes, briefly explain how)

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

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

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

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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

Subject: **ESL** Number: **83** Course Title: **College Conversational 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

NOT
MET MET

<p><u>Grading Policy:</u> 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.</p>	X	
<p><u>Units:</u> 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.</p>	X	
<p><u>Intensity:</u> 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.</p>	X	
<p><u>Prerequisites and Corequisites:</u> 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).</p>	X	
<p><u>Course Outline of Record:</u> 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.</p>	X	
<p><u>Conduct of Course:</u> 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.</p>	X	
<p><u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.</p>	X	

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.

Jon A. Hendershot

Originator

01/14/2008

Date

Sharon Maselli

Department/Cluster Chairperson

01/14/2008

Date

Linda Larson Singer

Articulation Officer

02/04/2008

Date

Linda Brady

Librarian

02/05/2008

Date

Dan Walden

Dean (if applicable)

02/05/2008

Date

Linda Larson-Singer

Curriculum Committee Chairperson

02/04/2008

Date

Alfred Reed

Academic Senate President

02/04/2008

Date

Leige Henderson

Vice President, Academic Affairs

02/05/2008

Date

Jack E. Daniels, III

College President

02/06/2008

Date