



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, 2005-2006

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- 1. COLLEGE: Los Angeles Southwest College
2. SUBJECT (DISCIPLINE) NAME: English
3. COURSE NUMBER: 101
4. COURSE TITLE: Reading and Composition 1
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

English 101 teaches freshman-level college composition and reading. Students are provided with practice in college-level compositions and engage in critical analysis of readings at higher education level. The class focus is organization and composition of longer expository essays (500-1000 words), with one or more including researched secondary sources and MLA documentation.

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

English 101 teaches freshman-level college composition and reading. Students are provided with practice in writing college-level compositions and critical analysis of readings at the higher education level. The class focus is organization and composition of the longer expository essay (500-1000 words), with one or more including researched secondary sources and MLA documentation.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: before 1990
COLLEGE OUTLINE APPROVAL DATE: 1/24/2006

- 9. UPDATES (check all applicable boxes):

- Content Previous Update: 10/15/2002
Objectives Previous Update: 10/15/2002
College Specific Course Attributes/Data Elements Previous Update:
Districtwide Course Attributes/Data Elements Previous Update:
Other: Previous Update: 10/15/2002

Prerequisite Validation, Title 5 Assurances

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	54	3
Lab/activity (w/ homework):	0	0	0
Lab/activity (w/o homework):	0	0	0
Total:	3	0	54

**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.

**ENTRY SKILLS FOR COURSES WITH PREREQUISITES:**

1. Demonstrate the ability to read and comprehend major ideas in nonfiction and fiction.
2. Compose short compositions exhibiting a thorough knowledge of English grammar, punctuation, and essay structure.
3. Write essays both in and out of class.
4. Create two kinds of compositions, those that focus on personal experience and those that focus on abstract ideas.

Prerequisites: **Yes** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
English	28	Intermediate Reading & Composition	3	<b>1/24/2006</b> (previously 10/15/2002)
<b>or</b> English	31	Composition and Critical Reading	5	10/15/2002

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 **0, None** (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 – <b>Lecture:</b> 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 – <b>Lecture</b> ( <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. Critical Reading</p> <ol style="list-style-type: none"> <li>1. Rhetorical models for student writing: comparison and contrast, definition, classification, process analysis, division analysis, cause and effect, argumentation and persuasion.</li> <li>2. Subject, purpose, and audience.</li> <li>3. Tone and style.</li> <li>4. Textual annotation.</li> <li>5. The reading process, including active and close reading and reader response.</li> </ol>	15	<p>A. In writing,</p> <ol style="list-style-type: none"> <li>1. Produce effective prose in at least two essays of 350 words (in class) and 500-1000 words (out of class), 6-12 essays.</li> <li>2. Compose strong sentences free from major errors in grammar, mechanics, and word usage.</li> <li>3. Sustain unified and coherent argument throughout essays through clear main point and sub-topics, effective transitions, and use of key words and synonyms.</li> <li>4. Demonstrate substantial thought appropriate to the topic of each essay by use of representative and numerous examples, references to authority, and strong logic and exact word choice.</li> <li>5. Find, evaluate and integrate secondary sources to support their original thesis in the multi-source paper.</li> <li>6. Document sources correctly to avoid plagiarism, using MLA style sheet.</li> </ol>
<p>B. Expository Writing</p> <ol style="list-style-type: none"> <li>1. Review and analysis of essay structure with emphasis on writing the thesis statement.</li> <li>2. Review of the writing process : discovery, drafting, revision, editing (and peer editing).</li> <li>3. Qualities of college level and pre-professional writing:               <ol style="list-style-type: none"> <li>a. Unity</li> <li>b. Coherence (effective transitions, key words, synonyms, and point of view)</li> <li>c. Sentence variety and style</li> <li>d. Appropriate tone and diction</li> </ol> </li> <li>4. Composition of argumentative and expository essays using various rhetorical modes, such as process analysis, definition, comparison and contrast, cause and effect.</li> <li>5. Analysis and writing of the essay-type final examination.</li> </ol>	20	<p>B. In reading,</p> <ol style="list-style-type: none"> <li>1. Identify thesis and key supporting points (either stated or implied) in texts.</li> <li>2. Recognize and describe elements of sound reasoning, including strength/weakness of underlying assumptions.</li> <li>3. Recognize fallacies and other textual deficiencies, such as inadequate support or unverified facts.</li> <li>4. Describe author’s subject, tone, purpose, and audience.</li> </ol>
<p>C. Multi-Source Writing</p> <ol style="list-style-type: none"> <li>1. Evaluation of sources.</li> <li>2. Summary, paraphrase, and quotations.</li> <li>3. Source citation (MLA style)</li> <li>4. Search strategies: use of library, electronic databases, online search engines.</li> </ol>	10	<p><b>Student Learning Outcomes:</b> As a result of this learning experience a student can:</p> <ol style="list-style-type: none"> <li>1. Write college-level essays (at grade 13.0 and above) that demonstrate strong argument, content and depth of</li> </ol>
<p>D. Optional Units</p> <ol style="list-style-type: none"> <li>1. Sentences writing</li> <li>2. Grammar review</li> <li>3. Special kinds of writing (journal, narrative,</li> </ol>	9	

descriptive, editorial writing, response to media or film) 4. Reading and writing about a literary text.		development. 2. Analyze and evaluate academic texts at grade level 13.0 and above, dealing with a variety of subjects, concepts, and issues. 3. Avoiding plagiarism, use research methods and tools in academic course work.
Total <b>Lecture</b> hours*	54 hrs	

<b>COURSE CONTENT AND SCOPE -- Laboratory:</b> If applicable, 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	<b>COURSE OBJECTIVES - Laboratory (If applicable):</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>
N/A		N/A
Total <b>Lab</b> hours*	0 hrs	

\*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

<sup>2</sup> 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:

- 1) McQuade, Donald & Robert Atwan. *The Writer's Presence*. Bedford St. Martin's, 4<sup>th</sup> edition, 2003.
- 2) Hacker, Diana. *Rules for Writers*. Bedford St. Martin's, 5<sup>th</sup> edition, 2004.

## 3. SUPPLEMENTARY READINGS:

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

Sylvia Plath, from her *Journals* and "Bitter Strawberries"; Raymond Carver, "My Father's Life"; Henry Louis Gates Jr., "In the Kitchen"; Alberto Alvaro Rios, "Green Cards"; Don DeLillo, "In the Ruins of the Future: Reflections on Terror, Loss, and Time in the Shadow of September"; Ralph Ellison, "What America Would Be Like without Blacks"; Kai Erikson, "The Witches of Salem Village"; Stephen Jay Gould, "Sex, Drugs, Disaster, and the Extinction of Dinosaurs"; Thomas Jefferson, "The Declaration of Independence"; Martin Luther King Jr., "Letter from Birmingham Jail"; Arthur Schlesinger, "The Cult of Ethnicity, Good and Bad"; Tillie Olsen, "I Stand Here Ironing." Thoreau, *Walden*; Hersey, *Hiroshima*; Plato, *Dialogues*; Douglass, *Narration of the Life of Frederick Douglass*; Kingston, *The Woman Warrior*. A typical reading assignment would consist of students reading Golding's "Thinking as a Hobby," discussing the three types of thinking, and applying the three types of thinking to students' personal experiences with others. Students would verbally demonstrate an understanding of Golding's ideas, compare and contrast the different types of thinking, and evaluate the effectiveness of each thinking type.

## 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 write a total 8,000-10,000 words. Argumentative, expository, and multi-source papers constitute the bulk of student writing. However, revisions, summaries, journals or other ungraded writing may be used to meet the criteria. At least two essays are written in class, one in the beginning of the semester and one at the end. In both in-class and out-of-class essays, students must compose effective thesis statements developed with effective argument and support. Also, these essays demonstrate the student's ability to use Standard English grammar and mechanics, and write clear sentences with a degree of sophistication (e.g. compound complex sentences and participle modifiers used with fluency). Subject matter includes analysis and reaction to class readings and reflects the student's ability to move with ease from abstract idea to concrete examples.

## 5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

The student writes papers similar to those written in class; however, out-of-class papers are longer, development and complexity of ideas are greater, grammar is improved, and style is more fluent. The multi-source paper(s) will require the student to evaluate and synthesize the ideas of several authors.

**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 a typical assignment, the student is asked to compare ideas of Douglass, Jefferson and King Jr. on every American’s responsibility to uphold justice, and then to describe and support his/her own original thoughts on that topic. Thus the student demonstrates comprehension of the three authors’ points of view, takes a position, synthesizes ideas, and adds original supporting material.

**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):

Essay assignments; in-class skill demonstrations, tests and or quizzes; homework; term projects (research paper); final essay examination.

**8. METHODS OF INSTRUCTION:**

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

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

**9. SUPPLIES:**

List the supplies the student must provide.

None

**10. COMPUTER COMPETENCY:**

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

Work done out of class is required to be word processed.

**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.

Word processed multi-source papers demonstrate the student's ability to get information from the Internet, electronic databases, and the library; additionally, these papers demonstrate the student's ability to document references, form correct sentences needed for clear argument, and analyze and synthesize sources used to support an original thesis formed by the student. Therefore, in a successful research paper, information competency is demonstrated.

## 12. DIVERSITY:

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

Reading, including essays and long works are chosen to represent the widest possible diversity.

## 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:** **Yes**

- a. If yes, the course will be a **"restricted" elective** 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>)

Required for AA in English (Program ID # 02879)

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: **d(1) English Composition** **Approval** date: before 1990

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](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

- a. 2<sup>nd</sup> 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](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: **Yes**
- b. UC **approval** date: before 1990
- c. Transferable to the California State University: **Yes**
- d. College **approval** date: before 1990

### 2. GENERAL EDUCATION FOR TRANSFER:

#### **IGETC Certification:**

- a. Area requested:  
**1-A: English Reading and Written Composition**
- b. Date requested: 12/90
- c. IGETC **approval** date: Fall 1991

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: **A-2: Written Communication**
- b. Date requested: before 1990
- c. CSU **approval** date: before 1990

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. 2<sup>nd</sup> 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. 2<sup>nd</sup> 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? **YES**

List college/university and the majors:

College/University	Major(s)
Various	

**CAN NUMBER: CAN ENGL 2    CAN SEQUENCE NUMBER:**  
CAN Approval -- Date requested: **12/88**    Date approved: **Spring 1987**

## 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: **399** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **ENGLISH**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **ENGLISH**
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 **Degree Applicable**
8. **CREDIT/NO CREDIT GRADING:** **No**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, “course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.”

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10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable (Transferable)**
  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).” **No** 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 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:** **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) 1501.00**

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/ccco/esed/curric/curriculum.htm](http://www.cccco.edu/ccco/esed/curric/curriculum.htm).

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

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

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

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

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

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

**Priority "E" -- Non-occupational.**

## SECTION VI: APPROVAL STATUS

### 1. APPROVAL STATUS:

- a.  New Course . Board Approval Date: . Effective Semester:
- b.  Addition of Existing District Course . College Approval Date: . Effective Semester:
- c.  Course Change\* . College Approval Date: . Effective Semester:
- d.  Outline Update . College Approval Date: **1/24/06**

\* 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.

**LOS ANGELES COMMUNITY COLLEGE DISTRICT  
COURSE STANDARDS AND CRITERIA**

Subject: **English**      Number: **101**      Course Title: **College Reading and Composition I**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	<u>MET</u>	<u>NOT MET</u>
Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.	<b>X</b>	
Is taught by a credentialed instructor in the discipline.	<b>X</b>	
Is offered as described in an outline in official college files. That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.	<b>X</b>	
Is taught in accordance with a set of instructional objectives common to all students.	<b>X</b>	
Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.	<b>X</b>	
Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.	<b>X</b>	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	<b>X</b>	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	<b>X</b>	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	<b>X</b>	
Requires learning skills and a vocabulary appropriate for a college course.	<b>X</b>	
Requires the use of college level educational materials.	<b>X</b>	

## CONTENT REVIEW FOR PREREQUISITE VALIDATION

### Target Course & Number, Title: **ENGLISH 101, College Reading and Composition I**

(Course to which pre/corequisite/advisory applies)

Check  
Applicable  
Box

Prerequisite: **ENGLISH 28, Intermediate Reading and Composition**

Corequisite:

Advisory:

#### A. Target Course Entry Skills: **ENGLISH 101, College Reading and Composition I**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Demonstrate the ability to read and comprehend major ideas in nonfiction and fiction.
2. Compose short compositions exhibiting a thorough knowledge of English grammar, punctuation, and essay structure.
3. Write essays both in and out of class.
4. Create two kinds of compositions, those that focus on personal experience and those that focus on abstract ideas.

#### B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: **ENGLISH 28, Intermediate Reading and Composition**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Demonstrate strategies for extracting meaning from expository writing and fiction; i.e., find the thesis and major and minor support in expository writing and find the theme and how it is presented in fiction.
2. Write a combination of 8-12 paragraphs and essays of up to 700-1000 words demonstrating mastery of English fundamentals.
3. Practice writing in various contexts, i.e., in the classroom and outside of class.
4. Demonstrate writing skills drawn from personal experience to writing about ideas.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

**\*Validation requires at least one match of each entry skill with any exit skill(s).**

**ENGLISH 101, Reading and Composition I**

**Entering Skills of Target Course**

**ENGLISH 28  
Intermediate Reading and Composition  
Exit Skills of Prerequisite Course**

	1	2	3	4	5	6	7	8	9
1	X			X					
2		X	X						
3		X	X						
4			X	X					
5									
6									
7									
8									
9									

Was validation achieved?  X  YES or   NO

**Comments:**

(Include justification for assessments, health and safety, or non-course prerequisites)

**PARTICIPANTS IN CONTENT REVIEW:**

(Signatories should include instructors for both exit and entering skills courses.)

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

Sharon Maselli	01/30/06
Initiator	Date
Sharon Maselli	01/30/06
Department Chairperson	Date
Linda Larson-Singer	01/30/06
Curriculum Chairperson	Date

## 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.

**Sharon Maselli**

Originator

**01/24/06**

Date

**Sharon Maselli**

Department/Cluster Chairperson

**01/24/06**

Date

**Linda Larson Singer**

Articulation Officer

**01/24/06**

Date

**Shelley Werts**

Librarian

**01/26/06**

Date

**Earnestine Thomas-Robertson**

Dean (if applicable)

**01/24/06**

Date

**Linda Larson-Singer**

Curriculum Committee Chairperson

**01/24/06**

Date

**Reggie Morris**

Academic Senate President

**01/24/06**

Date

**Vincent Jackson for Leige Henderson**

Vice President, Academic Affairs

**01/24/06**

Date

**Audre Levy**

College President

**02/03/06**

Date