



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: New Course, Non-Degree Applicable, 2006-2007 (Addition of Existing District Course)

*

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1): Learning Skills (40 characters, no abbreviations)
3. COURSE NUMBER: 7
4. COURSE TITLE: Basic Composition
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This writing fundamentals course enables students to improve their writing skills. A writing sample will be required as part of the overall assessment of the student's skills to determine the appropriate plan for writing improvement. The course is taught in small groups and/or through individualized instruction and is open-entry/open-exit. It is composed of a sequence of three progressive modules covering sentence, paragraph, and essay writing.

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

This writing fundamentals course assists students in acquiring the skills necessary to write at the college level. It is composed of a sequence of three progressive modules covering sentence, paragraph, and essay writing.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 5/15/07
OUTLINE APPROVAL DATE: 5/15/07
ACADEMIC SENATE, APPROVAL DATE: 5/30/07 (online)

- 9. UPDATES, IF PREVIOUSLY EXISTING COURSE: (check all applicable boxes): N/A, NEW COURSE

- Content Last Update:
Objectives Last Update:
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

[Empty rectangular box]

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:			
Lab/activity (w/ homework):			
Lab/activity (w/o homework):	9.00	162.00	3.00
Total:	9.00	162.00	3.00

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)

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. Error! Reference source not found. 3 (see: Section V, #9)

This course may be repeated three times for credit.

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

<p>Conjunction</p> <ul style="list-style-type: none"> Sentence Writing Practice Responding to prompts Responding to readings Journal Entries 	21	
<p>Learning Skills 7B (paragraphs)</p> <ul style="list-style-type: none"> The Process of Writing Prewriting, Drafting, Revising, Editing, Publishing Parts of a Paragraph Topic sentence, Support, Closing Achieving Coherence and Unity Paragraph Development: illustration, narration, description, definition Paragraph Writing Practice Responding to prompts Responding to readings Journal Entries 	9 9 9 9	<ul style="list-style-type: none"> List the steps in the writing process Employ the writing process to complete a paragraph writing assignment in response to a prompt. Develop paragraphs in the rhetorical modes of illustration, narration, description, and definition. Write paragraphs that are unified and cohesive.
<p>Learning Skills 7C (essays, 3-5 paragraphs))</p> <ul style="list-style-type: none"> Process for writing an essay Prewriting, Drafting, Revising, Editing, Publishing Selecting an appropriate topic Narrow, Explore, Research, The thesis statement Identifying a thesis Writing a thesis Models of superior essays according to structure and discourse Writing effective introductory paragraphs, summaries, and conclusions 	3 6 12 6 9 6	<ul style="list-style-type: none"> Identify thesis statements from selected articles of writings. Select and narrow an appropriate essay topic. Write introductions, summaries, and conclusions in a persuasive essay, a cause and effect essay, and a comparison and contrast essay. Employ the writing process to complete an essay in response to a prompt. <p>SLO's: As a result of this learning</p>

<ul style="list-style-type: none"> Types of essays Cause and effect, Persuasive, Comparison and contrast Essay Writing Practice Responding to prompts Responding to readings Journal Entries 	12	<p>experience, students can:</p> <ul style="list-style-type: none"> Write sentences using appropriate punctuation marks with no errors. Construct a well-developed paragraph that includes a topic sentence, support, and transitions. Construct a well-developed essay around a clear thesis statement.
Total Lab hours (3 units)*	162	

*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		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
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. REQUIRED TEXTS:

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

Author	Title	Publisher	Edition
PLATO Learning System Smalley, Regina L.	Refining Composition Skills	PLATO Heinle	2007 7 th edition

Instructor prepared instructional and supplementary materials

Langan, John

English Skills with Readings McGraw Hill

8th edition

3. SUPPLEMENTARY READINGS:

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

Instructor selected readings in order to use as prompts for journal writing and other writing activities.

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 correct sentences (types and kinds), develop paragraphs, and three to five paragraph essays that will show improved competencies and skills.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Writing assignments for additional practice and mastery of a specific discourse.

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.

Writing assignments will be assigned that shall require the development of cognitive skills through reasoning, inferences, and facts.

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):

Quizzes, Unit/Chapter tests, Standardized Tests, Attendance and Student Performance, and Writing Essays

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)

Students will participate in tutorial sessions, collaborative learning sessions, small group discussions and teacher conferences.

9. SUPPLIES:

List the supplies the student must provide.

paper and pen

10. COMPUTER COMPETENCY:

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

Students will use the computer as a word processing tool to prepare their papers; additionally, they will learn how to access various computer programs and web-based programs that will assist them with their coursework.

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 be able to gather information needed, evaluate it, and use it for academic purposes within their coursework.

12. DIVERSITY:

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

Writing topics will be representative of multi-cultural backgrounds and experiences.

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: **No**c. Transferable to the California State University: **No**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.

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.

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)
None	

CAN NUMBER: None **CAN SEQUENCE NUMBER:** None

CAN Approval -- Date requested:

Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** English and Foreign Languages
2. **DEPARTMENT/DIVISION CODE:** 04
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 560 (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: LRNSKIL
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: LRNSKIL 007
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:** **Only**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **3**
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."

Skills or proficiencies are enhanced by supervised repetition and practice within class periods.
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: **3 or more levels below**
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: Adult and Secondary Basic Skills

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

16. TOP CODE – (6 digits XXXX.XX) 4930.00

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 checked="" type="checkbox"/> Addition of Existing District Course | . | College Approval Date: 5/30/07 | . | Effective Semester: Su 07 |
| | . | (online) | . | |
| c. <input type="checkbox"/> Course Change* | . | College Approval Date: | . | Effective Semester: |
| d. <input type="checkbox"/> Outline Update | . | College Approval Date: | . | |

* 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)

1. ORIGINATOR: Phyllis K. Norwood and Clare Norris

2. DEPARTMENT: English/Learning Skills

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

By additional funds. Describe:

Existing funds within Program 100 and/or SFP/categorical funding when needed for a specific student population, and Basic Skills funds.

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?

Yes (If yes, briefly explain how)

The class will hopefully enhance the skills of students as they progress through the curriculum.

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:

6. APPROPRIATENESS TO MISSION—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district. Community colleges are open and accessible to all who are able to benefit from the educational opportunities that offered herein. Students who come to the community college ill prepared must be given opportunities to be a successful student through skill development.

This course is designed to help LASC provide students with "quality learning", especially those strgglng to improve their writing skills.

7. NEED—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

College research shows that students are entering Los Angeles Southwest College deficient in writing fundamental skills needed to be successful in their coursework. This course allows students to acquire the basic skills needed to be prepared for college level writing, and because it is open-entry/open-exit, students can enter up to the twelfth week of a 16-week semester.

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

Subject: **Learning Skills**Number: **7**Course Title: **Basic Composition****According to Section 55002(b) of Title V, nondegree credit courses are:**

(A) precollegiate basic skills courses as defined in Section 55502(d) ["precollegiate basic skills courses" are those courses in reading, writing, computation, learning skills, study skills, and English as a Second Language which are designated by the community college district as nondegree credit courses pursuant to Section 55002(b)]

(B) courses designed to enable students to succeed in college-level work (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 occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs;

(D) essential occupational instruction for which meeting the standards of Section 55002(a) [Associate Degree Credit Course] is neither necessary nor required.

Using the Official Course Outline, the college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor's Office as provided by Section 55100. Place a (X) in the appropriate box.

CRITERIA AND STANDARDS
Section 55100

RATING CRITERION

	MET	NOT MET
Grading Policy: 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 55758. 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.	x	
Units: 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.	x	
Intensity: 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 completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.	x	
Prerequisites and corequisites: 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).	x	
Conduct of Course: 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.	x	
Repetition: Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 51000), Sections 55761-55763 and 58161.	x	

Title5Assurances,NDA,1.06

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.

Clare Norris & Phyllis Norwood

Originator

05/14/2007

Date

Sharon Maselli

Department/Cluster Chairperson

05/14/2007

Date

Linda Larson Singer

Articulation Officer

05/31/2007

Date

Linda Brady

Librarian

06/01/2007

Date

Dan Walden

Dean (if applicable)

06/01/2007

Date

Linda Larson-Singer

Curriculum Committee Chairperson

05/31/2007

Date

Reggie Morris

Academic Senate President

05/31/2007

Date

Leige Henderson

Vice President, Academic Affairs

06/01/2007

Date

Jack E. Daniels, III

College President

Date

DATA INPUT PAGES

(Fills Automatically from Other Pages)

COLLEGE:**APPROVAL STATUS:**

New Course
**Addition of Existing
 District Course**

Board Approval Date:
**College Approval Date: 5/30/07
 (online)**

Effective Semester:
Effective Semester: Su 07

SUBJECT (DISCIPLINE) NAME: Learning Skills**COURSE TITLE:** Basic Composition**COURSE NUMBER:** 7**UNITS:** 3**CLASS HOURS:**

	Hours per week (based on 18 weeks)	Total Hours per term (hrs per week x 18)	Units
Lecture:			
Lab/activity (w/ homework):			
Lab/activity (w/o homework):	9	162	3
Total:	9	162	3

THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: No

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

GENERAL EDUCATION FOR TRANSFER: None

Area requested: None Approval date:

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

Area requested: None Approval date:

2nd Area requested: None Approval date:**TRANSFER STATUS: None**

Transferable to the University of California: UC approval date:

Transferable to the California State University: College approval date:

GENERAL EDUCATION FOR TRANSFER: None

IGETC

Area requested:

Date requested:

IGETC approval date:

CSU CERTIFICATION

Date requested:

CSU approval date:

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

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

Corequisite: **None** (If Yes, complete information below)

APPROVAL STATUS:

New Course

Board Approval Date:

Effective Semester:

Addition of Existing District Course

College Approval Date: **5/30/07 (online)**

CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This writing fundamentals course enables students to improve their writing skills. A writing sample will be required as part of the overall assessment of the student's skills to determine the appropriate plan for writing improvement. The course is taught in small groups and/or through individualized instruction and is open-entry/open-exit. It is composed of a sequence of three progressive modules covering sentence, paragraph, and essay writing.

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

This writing fundamentals course assists students in acquiring the skills necessary to write at the college level. It is composed of a sequence of three progressive modules covering sentence, paragraph, and essay writing.