



Los Angeles Community College District

NONCREDIT COURSE OUTLINE

Section I: Basic Course Information

OUTLINE STATUS:

CURRICULUM COMMITTEE APPROVAL DATE

1. **COLLEGE:** Los Angeles Valley College
2. **SUBJECT NAME**¹ Basic Skills
3. **COURSE NUMBER:** 006CE
4. **COURSE TITLE:** Review of Basic English
5. **CATALOG COURSE DESCRIPTION** -- Provide a description of the course, including an overview of the topics covered:

This course is designed for students who need preparation for college-level English. Students review: grammar, active reading strategies, and writing skills.

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

This course is designed for students who need preparation for college-level English. Students review: grammar, active reading strategies, and writing skills.

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

	Standard Hours per (total hours per term divided by 18 weeks)	Total Hours per term (standard hour x 18)
Lecture hours:	0	0
Lab hours:	1	18
Total hours:		18

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

8. LIMITATIONS ON ENROLLMENT (see Title 5, section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

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Section II: Course Content and Objectives

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture: Outline topics included in the lecture portion of the course, if applicable. (<i>Outline reflects course description, all topics covered in class</i>)	Hours per topic	COURSE OBJECTIVES – Lecture: Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
Total Lecture hours		

COURSE CONTENT AND SCOPE -- Laboratory: Outline topics included in the laboratory portion of the course, if applicable. (<i>Outline reflects course description, all topics covered in class</i>)	Hours per topic	COURSE OBJECTIVES – Laboratory: 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
Topic 1: Active Reading a. Pre-reading b. Annotating c. Synthesizing/Analyzing texts d. Locating controlling idea e. Reading Apprenticeship/ “Talking to the text”	5	Summarize texts to exhibit reading comprehension and paraphrase the main idea. Synthesize ideas and examples of the text with those of students' own experience.
Topic 2: Writing Process a. Pre-writing b. Thesis c. Drafting d. Revising e. Editing	5	Perform techniques of free-writing and brainstorming, researching, planning a thesis, and creating a first draft. Peer-review editing of drafts and clearly presented revision
Topic 3: Paragraphing a. Introductions and Conclusions b. Topic Sentences c. Incorporating evidence/quotes	5	Demonstrate methods for providing a controlling idea, as well as introducing quotes and clearly relating them back to the controlling idea.
Topic 4: Grammar/Syntax a. Clauses, phrases, punctuation b. sentence construction c. grammar, syntactic variety, diction, active verbs, parts of speech d. active/passive voice	3	Employ both in exercises and in writing of grammatical and syntactical constructions, such as rendering the passive voice into active voice and combining sentences via more coordination and subordination.

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

Total Lab hours	18	
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Bloom's Taxonomy

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

Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

Provide a representative list of resource materials.

Basic Reading and Writing/Lumen Learning; 2017 (Open Education Resource)

The Writer's Presence with 2016 MLA Update: A Pool of Readings 8th ed. by Donald McQuade and Robert Atwan, 2017

They Say I Say: The Moved that Matter in Academic Writing 3rd ed. by Gerald Graff and Cathy Birkenstein, 2015

3. REPRESENTATIVE READINGS:

If applicable, describe how students will demonstrate reading skills within the context of the discipline. Please provide representative examples.

Students will demonstrate active reading strategies by previewing, annotating, and summarizing texts.

4. WRITING ASSIGNMENTS:

If applicable, describe how students will demonstrate writing skills within the context of the discipline. Please provide representative examples that demonstrate writing skills.

Writing consists of a sequence of assignments developed to practice critical thinking, active reading strategies, and academic writing, culminating in a five-paragraph essay.

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

If applicable, please provide representative examples of assignments that demonstrate how students will begin to develop critical thinking skills.

Students will be required to write summaries, evaluations, and analyses of academic texts and to pose and answer critical questions of both visual and verbal texts.

6. SELF-REFLECTIVE LEARNING:

If applicable, describe how students will reflect on their development as active learners. Provide representative examples below.

Students will write a reflection assignment on their strengths and goals as writers.

7. COMPUTER COMPETENCY:

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

Students will be required to type compositions in Microsoft Word and use MLA formatting. They will be taught basic word processing functions and will employ academic resource databases to locate scholarly sources.

8. INFORMATION COMPETENCY:

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

Students will utilize library databases and demonstrate the understanding of popular versus scholarly sources.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

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

Composing a five-paragraph essay.

10. METHODS OF EVALUATION:

Methods of evaluation may include, but are not limited to the following: (Please note that evaluation should measure the outcomes detailed "Course Objectives" at the beginning of Section II.)

Standard rubric used to evaluate five-paragraph essay.

11. METHODS OF INSTRUCTION:

In addition to the lecture and laboratory instruction, as indicated in: 1. Course Content and Objectives, earlier in this section of the outline, please check all other methods of instruction as they apply to this course:

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
- Other (explain)

12. SUPPLIES:

List the supplies the student must provide.

Paper, pen.

13. DIVERSITY:

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

Readings should represent the diverse student population.

14. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranks them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.

- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- **Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- **Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- **Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- **Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- **Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designing 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: Supplemental Course Information

1. **DEPARTMENT:** English
2. **DEPARTMENT CODE** 36
3. **SUBJECT CODE** -- 399
4. **SUBJECT ABBREVIATION** -- English

5. BASIC SKILLS

-- Title 5, section 55000 (i) defines “Noncredit basic skills courses” as “those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses...” The allowable TOP codes for Basic Skills classes are as follows: Yes

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

6. COURSE CLASSIFICATION (choose only one) Adult and Secondary Basic Skills.

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

7. **NONCREDIT COURSE CLASSIFICATION NA**

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

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

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

8. **NONCREDIT ELIGIBILITY CATEGORY:** Basic Skills

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

9. **TOP CODE:** 4930.60 .

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

10. **SAM CODE** (Student Accountability Model) : E

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

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

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

Priority "E" -- Non-occupational.

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

12. **MATERIALS FEE NA**

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

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

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

14. **JUSTIFICATION**

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

AB705 has caused a need for preparation for first-time college writing students.

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

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

<i>Certificate Title</i>	<i>Type of Certificate (Completion or Competency)</i>	<i>State Unique Code</i>

Program Confirmation #: If applicable

16. FUNDING AGENCY CODE:

17. STATE COURSE ID:

SECTION IV: Approval Status

1. APPROVAL STATUS:

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

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

Section V: Approval Information for New or Added Courses

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

1. **ORIGINATOR:** Patrick Hunter and Holly Batty
2. **DEPARTMENT:** English
3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

Dean has assured there will be additional funding available for at least two sections.

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

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

First year: Second year: Third year:

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

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

NO

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

Additional staff needed: NA

Classroom type needed: Optional Computer Lab

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

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

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

SECTION VI: APPROVALS

CERTIFICATION AND RECOMMENDATION

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

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

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

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

Patrick Hunter and Holly Batty

Originator	Date
Articulation Officer	Date
Librarian	Date
Patrick Hunter	Date
Department/ Cluster Chair Person	Date
Dean (If applicable)	Date
Curriculum Committee Person	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date
College President	Date