

**Section I: BASIC COURSE INFORMATION**

Outline Status: **Approved Course**

1. **COLLEGE: L.A. TRADE TECHNICAL COLLEGE**
2. **SUBJECT: ACADEMIC PREPARATION**
3. **COURSE NUMBER: 001CE**
4. **COURSE TITLE: LANGUAGE ARTS: WRITING MECHANICS**
5. **CATALOG COURSE DESCRIPTION:**

Students review the essential elements of the structure of Standard American English necessary for college success. Students are introduced to grammar basics (parts of speech, clauses, and phrases) in context of assigned readings and writing projects. This class can be taken as a stand-alone introduction or refresher and may be taken in conjunction with credit classes.

**CLASS SCHEDULE COURSE**

6. **DESCRIPTION:**

Students review the essential elements of the structure of Standard American English necessary for college success. Students are introduced to grammar basics (parts of speech, clauses, and phrases) in context of assigned readings and writing projects. This class can be taken as a stand-alone introduction or refresher and may be taken in conjunction with credit classes.

**7. CLASS HOURS:**

	Standard Hrs		Total Hours per Term (standard hour x 18)	
Lecture Hrs:	5		90	
Lab Hrs:	0		0	
Totals:	Lecture:	5	Lecture:	90
	Lab:	0	Lab:	0
	Total:	5	Total:	90
<i>Totals In Protocol:</i>	Lecture:	1.5	Lecture:	27
	Lab:	0	Lab:	0
	Total:	1.5	Total:	27

**8. OTHER LIMITATIONS ON ENROLLMENT**

(see Title 5,

Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

## Section II: COURSE CONTENT AND OBJECTIVES

### 1. COURSE CONTENT AND OBJECTIVES:

<b>COURSE CONTENT AND SCOPE - Lecture:</b> Outline the topics included in the lecture portion of the course ( <i>Outline reflects course description, all topics covered in class</i> ).	<b>Hours Per Topic</b>	<b>COURSE OBJECTIVES - Lecture:</b> Upon successful completion of this course, the student will be able to...(Use action verbs - see <a href="#">Bloom's Taxonomy</a> for 'action verbs requiring cognitive outcomes.')
<p>Read with comprehension and establish groundwork for good reading skills: connect with text, make predictions, ask clarifying questions, and restates text in her own words,</p> <p>Writing anecdotal narratives, reading for content and organization, summary.</p>	9.0	<p>Students will monitor thinking while reading by using information from the text to draw conclusions, make connections, predictions, and form opinions.</p> <p>Students will write anecdotal narratives, read for content and organization, and apply knowledge in writing projects, summarize assigned readings.</p>
<p><b>WRITING</b></p> <p>In response to reading, lectures, and/or demonstrations, students will practice writing that is nearly free of errors in grammar, spelling, formatting, and mechanics.</p> <p>Use the steps in the writing process (pre-writing, drafting, revising, editing, and proofreading) to produce well-written compositions.</p>	8.0	<p><b>WRITING</b></p> <p>Students will demonstrate the ability to compose coherent ideas using a variety of sentence structure and the appropriate paragraph format.</p> <p>Students will also detect and self-correct common grammatical errors in own and others' texts.</p>
<p><b>GRAMMAR</b></p> <p>Common grammatical rules: including subject/verb agreement, and punctuation-related skills such as fragments, run-ons, and comma splices.</p>	3.0	<p><b>GRAMMAR</b></p> <p>Students will identify and correct grammatical and punctuation errors in writing assignments.</p>
<p><b>SENTENCE STRUCTURE</b></p> <p>Model a variety of sentence structure: simple, complex, compound, and compound-complex.</p> <p>Sentence structure and word choice for diverse</p>	3.0	<p><b>SENTENCE STRUCTURE</b></p> <p>Students will effectively apply a variety of sentence structures: simple, complex, compound and compound-complex;</p>

and coherent sentences: parallelism, misplaced and dangling modifiers, faulty subject-verb agreement, run-ons, fragments, and verb tense.		Students will demonstrate fluency of sentence structure and mechanics in writing projects, in-class activities, and peer review practice.
VOCABULARY  Identify new vocabulary to oral or writing assignments. Annotation and active reading skills.	2.0	VOCABULARY  Students will annotate selected readings, identify and apply new vocabulary relevant to oral or writing assignments.
FINAL PROJECT  Writing project.	2.0	FINAL PROJECT:  Students will submit a writing assignment that demonstrates coherence, unity, and basic grammatical and punctuation rules.
Total:	27	<b>WARNING: Lecture Hours Do Not Match Hours In Protocol!</b>
Total Lecture Hours In Section I Class Hours:	90	

\*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

\*\*In general "activity" courses or portions of courses are classified "laboratory."

**1. (cont'd) LAB:**

COURSE CONTENT AND SCOPE - <b>Lab:</b> 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>Lab:</b> Upon successful completion of this course, the student will be able to...(Use action verbs – see <a href="#">Bloom's Taxonomy</a> for 'action verbs requiring cognitive outcomes.')
Total:	0	
Total Lab Hours In Section I Class Hours:	0	

**1. (cont'd) STUDENT LEARNING OUTCOME (SLO):**

STUDENT LEARNING OUTCOMES - ( <i>Quote the appropriate Institutional SLO's in this column</i> ):	HOW WILL THESE STUDENT
--	------------------------

		LEARNING OUTCOMES BE ASSESSED - <i>(Explain how each outcome will be assessed in this column):</i>
Students will write a 100 - 200 word essays using sentence variety, parallelism, noun and adverb clauses, restrictive and non-restrictive phrases and clauses, and academic vocabulary.		In a written response to a reading, students demonstrate the ability to utilize diverse vocabulary, minimal grammatical, mechanical, and syntactical error. Rubric attached.

### Essential Academic Skills: Reading and Communication

#### 2. RESOURCE MATERIALS:

Provide a representative list of resource materials.

Title	Author	Year
<b>At a Glance: Writing Sentences and Beyond (ISBN -13: 978-1285444659)</b>	<b>Lee Brandon and Kelly Brandon</b>	<b>2014</b>
<b>Rules For Writer Cp Tab Version Lattc W/Exercise Wkbk Pkg (ISBN 1457640406)</b>	<b>Hacker</b>	<b>2012</b>

#### 3. REPRESENTATIVE READINGS:

If applicable, please provide representative examples of reading assignments.

Newspaper and magazine articles. Blogs. Trade manuals. Essays. Short stories.

#### 4. WRITING ASSIGNMENTS:

If applicable, please provide representative examples that demonstrate writing skills.

In response to selected readings, write a summary. Respond with a personal narrative.

### 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.

Write responses (journal, paragraphs, etc.) to reading assignments. In peer group discussion comment on each others' works.

#### 6. SELF-REFLECTIVE LEARNING:

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

In an anecdotal writing assignment, students will reflect on their own learning process, goals, and challenges.

#### 7. COMPUTER COMPETENCY:

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

Websites that offer dictionaries, thesauruses, and encyclopedias. E-communication via email, forums, blogs, and other methods of E-communication. Course management system such as Moodle.

#### 8. INFORMATION COMPETENCY:

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

Visit to campus or city library in order to understand available resources.

### Evaluation and Instruction

#### 9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (Optional Homework):

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

Reading and annotating for vocabulary development.

#### 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):

Students will be evaluated on assignments and classroom activities, and portfolios (forum discussion, vocabulary study, summaries, revisions).

#### 11. METHODS OF INSTRUCTION:

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

- Discussion
- Activity
- Field Experience
- Independent Study
- Purposeful Collaboration
-

**Other (Please Explain)****12. SUPPLIES:**

List the supplies the student must provide.

Note paper, pen or pencil, highlighters, and access to word processing system and Internet.

**13. DIVERSITY:**

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

Diversity is to be included in the course through a selection of texts representing a variety of points of view and by authors of many backgrounds.

**14. SCANS COMPETENCIES** (required for all courses with vocational TOP Codes; recommended for all courses):

**SCANS** (Secretary's Commission on Necessary Skills) 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: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** [English](#)

2. **DEPT/DIVISION CODE:** [19](#)

3. **SUBJECT CODE** : [980](#)

4. **SUBJECT ABBREVIATION** : [ACAD PR](#)

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." **Yes**

6. **COURSE CLASSIFICATION:** [Credit Course](#)

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:**

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:**

9. **TOP CODE** - (6 digits XXXX.XX) [1501.00](#)

Course content should match discipline description in Taxonomy of Programs found here: [Taxonomy Of Programs website](#)

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

11. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ 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.

## 12. MATERIALS FEE:

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:

Please Check All 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.:

## 15. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **No**

a. If yes, the course will be a 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 <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>).

## 16. FUNDING AGENCY CODE: **Not Applicable**

**17. STATE COURSE ID:**

### Section IV: APPROVAL STATUS

**1. APPROVAL STATUS:**

	<b>Approval Date Of</b>	Board Date	Approved Effective Semester
a. <input type="checkbox"/> New Course	College:	Board: <b>10/1/04</b>	Effective Semester:
b. <input checked="" type="checkbox"/> Addition of Existing District Course	College: <b>5/11/15</b>	Board: <b>7/8/15</b>	Effective Semester:
c. <input type="checkbox"/> Course Change*	College:		Effective Semester:
d. <input type="checkbox"/> Outline Update	College:		Effective Semester:
e. <input type="checkbox"/> Archive Course	College:		Effective Semester:
f. <input type="checkbox"/> Reinstate Course	College:	Board:	Effective Semester:

## Section V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR:** [Gangel-vasquez, Janice M.](#)
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:

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

By deleting sections of existing course. 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:

[Sections of preparatory courses will be rotated throughout the school year. Funding will come from the general college budget \(Program 100\) and revenue generated from noncredit student apportionment based on student positive attendance.](#)

### 4. IMPACT

**IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?** [Yes](#) (If yes, briefly explain how)

[This course prepares students for college level studies in English, Behavioral and Social Sciences, Physical Sciences, Business, Arts, Nursing and Child Development](#)

### 5. METHOD OF SUPPORT

**-- Indicate how the college plans to support the proposed course:**

A. Additional staff -- List additional staff needed:

[Hourly, noncredit instructor](#)

B. Classroom -- List classroom type needed:

Regular (existing)

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

Students will need access to computers for online tutorials and research which is available in the LATTC Library and Academic Connections. No additional costs.

D. Supplies- List supplies and indicate dollar value:

Instructional Aids by textbook publisher, \$50.00

E. 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:

Access to library print and online resources. No additional costs.

## Section VI: APPROVALS

### CERTIFICATION AND RECOMMENDATION

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

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

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

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

Approver	Approval Date
Rodriquez-estrada, Alicia I.	5/8/2015
Gangel-vasquez, Janice M.	5/7/2015
Albo-Lopez, Nicole	5/8/2015
Samuel, Judith C.	5/11/2015
Esparza, David	5/11/2015
Albo-Lopez, Nicole	6/5/2015
Barajas, Leticia L.	6/5/2015
Hanley, Wallace G.	6/5/2015
Rodriquez-estrada, Alicia I.	6/3/2015

**Section VII: ADDENDA**

(Uploaded Documents)

<b>Type</b>	<b>Addendum Description</b>	<b>File</b>	<b>Delete</b>	<b>To View</b>
<i><b>SLO Rubric</b></i>	<i><b>Writing Rubric</b></i>	<i><b>001 - Rubric.pdf</b></i>	<a href="#"><u>Delete</u></a>	<a href="#"><u>View It</u></a>
<i><b>DE Addendum</b></i>	<i><b>DE Addendum</b></i>	<i><b>DE Course Accessibility Checklist.doc</b></i>	<a href="#"><u>Delete</u></a>	<a href="#"><u>View It</u></a>
<i><b>DE Addendum</b></i>	<i><b>DE Addendum</b></i>	<i><b>Distance Education Course Approval Form.doc</b></i>	<a href="#"><u>Delete</u></a>	<a href="#"><u>View It</u></a>