

## Section I: BASIC COURSE INFORMATION

Outline Status: **Approved Outline**

1. **COLLEGE:** **L.A. TRADE TECHNICAL COLLEGE**
2. **SUBJECT:** Basic Skills
3. **COURSE NUMBER:** **023CE**
4. **COURSE TITLE:** College and Scholastic Preparation and Assessment
5. **CATALOG COURSE DESCRIPTION:**

This course is designed to review test taking, math, computing, reading and writing skills to prepare students for college. Orient students in study habits, note taking and organizational skills required for college level courses

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6. **CLASS SCHEDULE COURSE DESCRIPTION:**

This course is designed to review test taking, math, computing, reading and writing skills to prepare students for college. Orient students in study habits, note taking and organizational skills required for college level courses

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7. **CLASS HOURS:**

	Standard Hrs.	Total Hours per Term(standard hour x 18)
Lecture Hrs.:	<b>4</b>	72
Lab Hrs.:	<b>0</b>	0
Totals:	Lecture: <b>72</b>	Lecture: <b>72</b>
	Lab: <b>0</b>	Lab: <b>0</b>
	Total: <b>72</b>	Total: <b>72</b>
<i>Totals In Protocol:</i>	Lecture: <b>4</b>	Lecture: <b>4</b>
	Lab:	Lab:
	Total: <b>72</b>	Total: <b>72</b>

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: Lecture:

<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> ).	Hours per topic	<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><b>I. Study Skills</b></p> <p>1. Introduction to note-taking, Test-taking, study, habits, and organizational skills.  <a href="#">Overview of College tools: Learning Management System</a></p> <p>2. <a href="#">Digital literacy for College Success</a></p> <p><b>a. Review of reading and writing skills and strategies</b></p> <p>1. Sentence mechanics</p> <p style="padding-left: 20px;">a. Sentence structure                      b. Grammar and usage                      c. Spelling and punctuation                      d. Parts of speech</p> <p>2. Essay writing overview</p> <p style="padding-left: 20px;">a. Prewriting techniques                      b. Planning                      c. Revision                      d. Types of essays</p>	<p>9</p> <p>2</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p> <p>9</p> <p>9</p>	<p>Examine personal strengths and weaknesses related to studying, note taking and test-taking and practice and improve skills and strategies utilizing practice test materials from the CAHSEE, GED, TABE, and ACCUPLACER tests</p> <p>Manipulate the college learning management system.</p> <p>Utilizes netiquette for email and other communications.</p> <p>Analyzes situations involving network security.</p> <p>Recognizes reliability and credibility of information resources.</p> <p>Uses research techniques for locating relevant information quickly.</p> <p>Locates sources of media that do not violate copyright laws.</p> <p>Recognizes plagiarism and the steps to avoid it.</p> <p>Creates a professional digital identity through ePortfolios and social media.</p> <p>Recognize and correct errors in grammar, spelling, punctuation and sentence structure.</p> <p>Formulate an opinion or explanation with appropriate organization, support and clarity in 3-5 paragraphs essays and revise writing to improve clarity or logic.</p>

<p>e. MLA Format</p> <p>3. Reading comprehension</p> <ol style="list-style-type: none"> <li>a. Read and paraphrase selected fiction and nonfiction readings (articles, shorts stories, biographies and poetry)</li> <li>b. Identify main idea and details</li> <li>c. Identify fact and or/ opinion in selected readings</li> <li>d. Identify and meanings of figurative language using surrounding context</li> </ol>	9	Demonstrate ability to identify main idea, details and author's point of view in selected readings, as well as provide some analysis and interpretations in response to selected readings.
<p><b>I. Review of Math Skills and Calculations</b></p> <p>1. Arithmetic – addition, subtraction, multiplication, and division of:</p> <ol style="list-style-type: none"> <li>a. Whole numbers</li> <li>b. Fractions</li> <li>c. Mixed numbers</li> <li>d. Decimals</li> <li>e. Signed numbers</li> </ol>	9	Calculate whole numbers, fractions, mixed numbers, and decimals through addition, subtraction, multiplication and division functions.
<p>1. Algebra</p> <ol style="list-style-type: none"> <li>a. Order of operations</li> <li>b. Equations</li> <li>c. Factoring</li> <li>d. Addition, subtraction, multiplication and division of monomials and polynomials</li> </ol>	9	Determine and employ the necessary sequence of steps to solve and graph algebraic linear equations.
<p>2. Measurement and Geometry</p> <ol style="list-style-type: none"> <li>a. Lines and segments</li> <li>b. Angles</li> <li>c. Perimeter, area and volume</li> <li>d. Parts, area and volume of circles</li> <li>e. Use formulas to solve word problems</li> </ol>	9	<p>Select and use appropriate units to estimate and calculate measurements of an area and volume of geometric figures.</p> <p>Recognize and interpret math vocabulary and cues to set up and correctly solve math word problems related to whole numbers, fractions, decimals, signed numbers, algebra and geometry.</p>
Total Hrs In Protocol: 72		

**COURSE CONTENT AND OBJECTIVES: Laboratory**

<p><b>COURSE CONTENT AND SCOPE - Lab:</b> Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).</p>	<p>Hours per topic</p>	<p><b>COURSE OBJECTIVES - 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'.)</p>
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Total:	0	
Total Hrs In Protocol:	0	

**1. (cont'd) 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>
<ol style="list-style-type: none"> <li>1. Writing- Students will compose a grammatically correct and coherent written summary and response to assigned material</li> <li>2. Reading students will identify authorial intent, main ideas, and supporting details in various texts read silently and aloud.</li> <li>3. Students will develop effective study, note-taking, organization, communication, critical thinking. And learning skills that support their success in college and vocation.</li> <li>4. Calculate whole numbers, fractions, mixed numbers, and decimals through addition, subtraction, multiplication and division functions.</li> <li>5. Determine and employ the necessary sequence of steps to solve and graph algebraic linear equations.</li> <li>6. Select and use appropriate units to estimate and calculate measurements of an area and volume of geometric figures.</li> <li>7. Recognize and interpret math vocabulary and cues to set up and correctly solve math word problems related to whole numbers, fractions, decimals, signed numbers, algebra and geometry.</li> </ol>	<ol style="list-style-type: none"> <li>1. Written assignment</li> <li>2. Discussion, test and written assignment</li> <li>3. Pre- and post-tests and quizzes</li> <li>4. Pre- and post-tests and quizzes</li> <li>5. Pre- and post-tests and quizzes</li> <li>6. Pre- and post-test and quizzes</li> <li>7. Pre- and post-test and quizzes</li> </ol>

**Essential Academic Skills: Reading and Communication**

**2. RESOURCE MATERIALS:**

Provide a representative list of resource materials.

College success strategies readings, instructional videos, and open source readings

**3. REPRESENTATIVE READINGS:**

If applicable, please provide representative examples of reading assignments.

Journals, college-readiness essays, selections from college-readiness publications

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**4. WRITING ASSIGNMENTS:**

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

- Asynchronous discussion boards where students will respond with written and video replies
- Short essay assignments requiring MLA/APA formatting.
- Visual essays requiring photos or short video

**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.

- Quizzes and online group activities, including peer review of each other's work

**6. SELF-REFLECTIVE LEARNING:**

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

- Instructional videos, written instruction, online handouts, YouTube/Ted Ed, and poetry readings

**7. COMPUTER COMPETENCY:**

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

Canvas & digital literacy (utilize in writing essays, creating spreadsheets, and assigned readings)

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**8. INFORMATION COMPETENCY:**

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

## Evaluation and Instruction

### 9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (optional homework):

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

[Canvas assignments \(readings, grammar exercises, research, essays, math worksheets\)](#)

### 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):

[Standardized and instructor created pre & post tests](#)  
[Presentation of work](#)

### 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) Canvas –course management system

[Discussion incorporating use of learning management system.](#)

### 12. SUPPLIES:

List the supplies the student must provide.

[Access to internet and computer/laptop](#)

### 13. DIVERSITY:

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

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### 13. 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:** **Non Credit**
2. **DEPT/DIVISION CODE:**
3. **SUBJECT CODE:** **983**
4. **SUBJECT ABBREVIATION:** **Basic Skills**
5. **BASIC SKILLS:**

Title 5, section 55000(i) defines 'Noncredit basic skills courses' as 'those 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:** **Adult and Basic Skills**

Note: A courses 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:** **K- College-Readiness Certificate (already included in existing noncredit certificate)**

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): **4930.62**

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.pdfcurriculum.htm>

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

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

N/A

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:**

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, Labor Market Predictions from Employment Development Department, employer survey, community or student interest survey, state licensing, requirements or mandated certification.

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**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

## Section VI: APPROVAL STATUS

### 1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> <b>Addition of Existing District Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:
c.	<b>Course Change*</b>	<b>College:</b>		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> <b>Outline Update</b>	<b>College: LATTC</b>		Effective Semester: Spring 2017	Effective Semester:
e.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> <b>New Course</b>	<b>College:</b>	Board:	Effective Semester:	Effective Semester:

\* 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 V: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

1. ORIGINATOR: Cheang, Michelle

2. DEPARTMENT: Non Credit

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

By additional funds. Describe:

Apportionment funding

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:

4. IMPACT

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

5. METHOD OF SUPPORT

– Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

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

D. Supplies- List supplies and indicate dollar value:

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:

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## 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.**

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date

Vice President, Academic Affairs	Date
College President	Date

## **Section VII: ADDENDA**

(Uploaded Documents)