

Section I: BASIC COURSE INFORMATION WARNING: This ECD Is A Draft
Edit This Course - ECD # 36022

Outline Status: Pending Approval From: Anketell, Christina

[No Notes](#)

1. **COLLEGE:** L.A. TRADE TECHNICAL COLLEGE

[No Notes](#)

2. **SUBJECT:** ENGLISH AS A SECOND LANGUAGE - NONCREDIT

[No Notes](#)

3. **COURSE NUMBER:** 007CE

[No Notes](#)

4. **COURSE TITLE:** ENGLISH AS A SECOND LANGUAGE - 1

[No Notes](#)

5. **CATALOG COURSE DESCRIPTION:**

[1 Edit\(s\)](#) [2 Note\(s\)](#)

This an open-entry, open-exit course which emphasizes listening/speaking and reading/writing skills at a beginning level. The focus of the course is on meeting adult standards that systematically build language skills around life skills topics. Students read simple passages, and generate and write sentences related to life skills and personal topics.

6. **CLASS SCHEDULE COURSE DESCRIPTION:**

[1 Edit\(s\)](#) [1 Note\(s\)](#)

This an open-entry, open-exit course which emphasizes listening/speaking and reading/writing skills at a beginning level. The focus of the course is on meeting adult standards that systematically build language skills around life skills topics. Students read simple passages, and generate and write sentences related to life skills and personal topics.

7. **CLASS HOURS:**

[2 Edit\(s\)](#) [No Notes](#)

| | Standard Hrs | Total Hours per Term (standard hour x 18) |
|----------------------------|--------------|---|
| Lecture Hrs: | 3 | 54 |
| Lab Hrs: | 0 | 0 |
| Totals: | Lecture: 3 | Lecture: 54 |
| | Lab: 0 | Lab: 0 |
| | Total: 3 | Total: 54 |
| <i>Totals In Protocol:</i> | Lecture: 3 | Lecture: 54 |
| | Lab: 0 | Lab: 0 |
| | Total: 3 | Total: 54 |

OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on

8. allowable

No Notes

limitations. Other appropriate statutory or regulatory requirements may also apply):

Section II: COURSE CONTENT AND OBJECTIVES
ECD # 36022 - ESL NC 007CE

1. COURSE CONTENT AND OBJECTIVES:

1 Edit(s) No Notes

| | COURSE CONTENT AND SCOPE - Lecture: 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 - Lecture: Upon successful completion of this course, the student will be able to...(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.') | |
|--|---|------------------------|--|--|
| | 11. Basic Communication Introductions - Personal information to make introductions - Third party introductions - Basic greetings, congratulations, and thanks - Members of the immediate family and relationships. | 6 | 1. Basic Communication Use the Verb: TO BE (Simple Present Tense), positive, negative, and question forms, subject pronouns, and possessive adjectives, that address communication skills to provide basic personal information. | |
| | 2. Housing - Types of housing - Rooms in the house - Location of items in the house - Basic classified 'want' ads. | 6 | 2. Housing Demonstrate ability to talk about housing using demonstratives : THIS/THAT, THESE/THOSE, THERE IS/THERE ARE WH-Questions: WHERE IS/ARE...?, HOW MUCH...? | |
| | 3. Food - Food items - Basic categories, measures, and weights of food items. - The supermarket - Ingredients in basic recipes | 6 | 3. Food Demonstrate ability to use Count/Non-count nouns, Quantifiers: SOME/ANY, Imperatives: Verbs: DO/DOES, HAVE/HAS to discuss food related topics. | |
| | 4. Health and Emergencies - Common health problems - Simple doctor's appointments - Basic medical forms and medical history - Basic medicine labels - Basic medical emergencies. | 6 | 4. Health and Emergencies Discuss health related issues using imperatives Verbs: HAVE/HAS, expressions of time, modals: MUST/MUST NOT, SHOULD/SHOULD NOT, Nouns: Count/Non-count nouns, Possessive pronouns Question forms: YES/NO questions and responses. | |

| | | | | |
|--|--|---|---|--|
| | <p>5. Transportation</p> <ul style="list-style-type: none"> - Identification of basic locations - Simple directions - Interpretation of basic maps - Simple bus and train schedules | 6 | <p>5. Transportation</p> <p>Demonstrate ability to use prepositions of location, simple present and progressive tenses, and polite question forms to discuss issues related to transportation.</p> | |
| | <p>6. Employment</p> <ul style="list-style-type: none"> - Types of occupations - Common occupational skills - Basic work experience - Simple work schedules - Basic interaction with supervisors and co-workers - Simple job 'ads' - Basic job applications - Simple interview skills | 6 | <p>6. Employment</p> <p>Discuss employment related issues using Simple present, progressive, and past tense verbs, Statives: I CAN/CAN'T</p> <p>Question forms: CAN YOU..?, DO YOU...</p> <p>Adjectives, Adverbs of frequency, and subject, object, adjectival, and reflexive pronouns.</p> | |
| | <p>7. Community Resources</p> <p>Bank</p> <ul style="list-style-type: none"> - Writing a check - Simple bank transactions <p>Post Office</p> <ul style="list-style-type: none"> - Types of mailing services - Postal services and interactions <p>Library</p> <ul style="list-style-type: none"> - Basic library procedures - Library card application forms <p>Telephone</p> <ul style="list-style-type: none"> - Names in alphabetical sequence - Location of names in a telephone book - Simple telephone calls - Simple telephone messages - General phone greetings and personal identification. | 6 | <p>7. Community Resources</p> <p>Demonstrate ability to use and discuss about community resources using Singular/Plural nouns with subject verb agreement</p> <p>Adjectives, TOO + adjectives</p> <p>Prepositions of location and direction, Polite requests: I'D LIKE TO..., COULD I...?</p> <p>WH-Questions forms: WHERE IS..., HOW MUCH IS...?</p> | |
| | <p>8. Clothing</p> <ul style="list-style-type: none"> - Types of clothing - Articles of clothing by size and | 6 | <p>8. Clothing</p> <p>Structure:</p> <p>Singular/Plural nouns</p> | |

| | | | | |
|--|---|----|--|--|
| | <ul style="list-style-type: none"> color - The department store - Evaluation of items and prices - Procedures of returning items to a department store. | | Adjectives Prepositions of location Question forms: WHERE IS/ARE...? HOW MUCH IS/ARE...? | |
| | 9. Inter-Personal Communication <ul style="list-style-type: none"> - Simple invitations: requests and responses - Responses to sharing basic information - Basic communication in common social situations. - Polite forms to offer and accept/decline assistance - Polite forms of expressing disagreement. | 6 | 9. Inter-Personal Communication Demonstrate ability to show competence in interpersonal communication skills using regular past tense and future: GOING TO, infinitives: HAVE TO, LIKE TO, WANT TO, and time Expressions. | |
| | Total: | 54 | | |
| | Total Lecture Hours In Section I Class Hours: | | 54 | |

*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:

No Notes

| COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the lecture portion of the course (Outline reflects course description, all topics covered in class). | Hours Per Topic | COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to...(Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.') |
|---|-----------------|---|
| | | |
| Total: | 0 | |
| Total Lab Hours In Section I Class Hours: | | 0 |

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

1 Edit(s) 1 Note(s)

| STUDENT LEARNING OUTCOMES - (Quote the appropriate Institutional SLO's in this column): | HOW WILL THESE STUDENT LEARNING OUTCOMES BE ASSESSED - (Explain how each outcome will be assessed in this column): |
|---|--|
| | |

Essential Academic Skills: Reading and Communication

2. RESOURCE MATERIALS:

1 Edit(s) 1 Note(s)

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

| Title | Author | Year |
|----------------------|--|------|
| Ventures - Level One | Gretchen Bitterlin, Dennis Johnson, Donna Price, Sylvia Ramirez and K. Lynn Savage | 2010 |

3. READING ASSIGNMENTS:

[1 Edit\(s\)](#) [No Notes](#)

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

Basic readers, authentic material such as news paper clippings, advertisements, and other functional reading material to enhance reading skills.

4. WRITING ASSIGNMENTS:

[1 Edit\(s\)](#) [1 Note\(s\)](#)

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

Basic sentence writing focused on functional activities to enhance writing skills. @import url(/example.css);

Essential Academic Skills: Critical Thinking and Other Course Components

5. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

[1 Edit\(s\)](#) [No Notes](#)

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

N/A

6. SELF REFLECTIVE LEARNING:

[1 Edit\(s\)](#) [No Notes](#)

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

N/A

7. COMPUTER COMPETENCY:

[No Notes](#)

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

8. INFORMATION COMPETENCY:

[1 Edit\(s\)](#) [No Notes](#)

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

Basic computer skills, Basic Microsoft Office, basic internet activities and e-mail.

Evaluation and Instruction

9. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

No Notes

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

10. METHODS OF EVALUATION:

1 Edit(s) No Notes

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):

CASAS Pre and Post Test to determine a 3-5 point competency gain.

11. METHODS OF INSTRUCTION:

4 Edit(s) No Notes

Please Check All That Apply

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

12. SUPPLIES:

1 Edit(s) No Notes

List the supplies the student must provide.

Paper, pens, books, dictionary

13. DIVERSITY:

1 Edit(s) 1 Note(s)

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

This is an ESL class which will draw a diverse population which will lend itself to cross cultural interaction.

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

[3 Edit\(s\)](#) [No Notes](#)

- 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

[5 Edit\(s\)](#) [No Notes](#)

- 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

[No Notes](#)

- 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

[No Notes](#)

- 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

No Notes

- 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
ECD # 36022 - ESL NC 007CE

1. **DEPT/DIVISION NAME:** Non-Credit Instruction No Notes
2. **DEPT/DIVISION CODE:** 98 No Notes
3. **SUBJECT CODE :** 991 No Notes
4. **SUBJECT ABBREVIATION :** ESL NC No Notes
5. **BASIC SKILLS** No Notes

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**

6. **COURSE CLASSIFICATION :** ~~Credit Course~~ Adult and Secondary Basic Skills 1 Edit(s) No Notes

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 :** Adult and Secondary Basic Skills 1 Edit(s) No Notes

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 :** ESL 1 Edit(s) No Notes

9. **TOP CODE** - (6 digits XXXX.XX) 4930.87 No Notes

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

10. **SAM CODE** (Student Accountability Model): E No Notes

11. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES** No Notes

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 :

No Notes

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:

No Notes

Please Check All That Apply

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

14. JUSTIFICATION:

No Notes

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

1 Edit(s) No Notes

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>.)

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*.

16. Funding Agency Category:

No Notes

Value:

Section IV: ARTICULATION INFORMATION
ECD # 36022 - ESL NC 007CE

(Complete in consultation with College Articulation Officer)

1. APPROVAL STATUS:

No Notes

| | Approval Date Of | Board Date | Requested Effective Semester | Approved Effective Semester |
|--|-------------------------|-------------------|-------------------------------------|------------------------------------|
| a. <input type="checkbox"/> New Course | College: | Board: 4/23/09 | Effective Semester: | Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | College: | Board: | Effective Semester: | Effective Semester: |
| c. <input checked="" type="checkbox"/> Course Change* | College: | | Effective Semester: Fall 2013 | Effective Semester: |
| d. <input checked="" 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
ECD # 36022 - ESL NC 007CE

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

1. **ORIGINATOR:** Anketell, Christina

2. **DEPARTMENT:** 98

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

No Notes

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:

4. **IMPACT**

No Notes

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**

No Notes

-- 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
ECD # 36022 - ESL NC 007CE

CERTIFICATION AND RECOMMENDATION

1 Edit(s) No Notes

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

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

| | |
|----------------------------------|---|
| <i>Christa Anketell</i> | <i>July 2nd '14</i> |
| Originator | |
| <i>Christa Anketell</i> | <i>July 2nd '14</i> |
| Department/Cluster Chairperson | |
| <i>[Signature]</i> | <i>07/08/14</i> |
| Articulation Officer | |
| <i>Judith Samuel</i> | <i>7.2.14</i> |
| Librarian | |
| <i>[Signature]</i> | <i>7/7/14</i> <i>7/2/14</i> |
| Dean (If applicable) | |
| <i>Alina Rodriguez</i> | <i>7/2/2014</i> |
| Curriculum Committee Chairperson | |
| <i>[Signature]</i> | <i>7/2/14</i> |
| Academic Senate President | |
| <i>[Signature]</i> | <i>7/10/2014</i> |
| Vice President, Academic Affairs | |
| <i>[Signature]</i> | <i>7/04/14</i> |
| College President | |