

Los Angeles Trade-Technical College

NON-CREDIT COURSE OUTLINE

SECTION I - BASIC COURSE INFORMATION

DATE: 05/18/17

SELECT ONE: New Course Course Update Course Change Course Reinstate

DEPARTMENT NAME AND NUMBER: Noncredit

SUBJECT/DISCIPLINE NAME (CB01): ESLNC

COURSE NUMBER: 008CE

COURSE TITLE (CB02): ENGLISH AS A SECOND LANGUAGE - 2
Max 68 characters including punctuation and spaces

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

Checklist:

- Course number and title
- Status (noncredit versus credit or others)
- A content/objective description, a short paragraph (course description) that provides a well-developed overview of topics covered. It should be thorough enough to establish the comparability of the course to those at other colleges and to convey the role of the course in the curriculum as well as to distinguish it from other courses at the college. It should be brief enough to encourage a quick read. To save space, many colleges use phrases rather than complete sentences. For noncredit courses that may lead to credit courses, it is a good idea to consider the catalog descriptions for the common receiving programs or institutions to promote a logical pathway for students intending this route.
- Course type (lecture, lab, activity, special topics, etc.), and contact hours
- Fulfills a certificate of completion, competency or high school graduation requirements
- Ability to articulate or prepare for credit coursework

This is an open-entry open-exit course that emphasizes listening/speaking skills and reading/ writing skills at a beginning level. The focus of the course is on comprehending and engaging in extended conversations related to familiar contexts, such as health, employment, and community resources. Students read simple adapted narrative and descriptive passages and use basic grammatical structures to write short, clearly organized paragraphs and messages.

JUSTIFICATION/NEEDS & PURPOSE OF COURSE:

Enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. Please note that a justification stating "student need" will not suffice.

Data for LATTC's service area indicate a high percentage of limited English-speaking adults. Their need and demand for free ESL courses continues to be high.

References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195
ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008
05/04/17

CLASS HOURS: Under "total hours per term," indicate the total number of hours the average student will need to complete the course objectives in section II. To determine the number of standard hours per week, divide the total hours by 18.

	Total Hours per term	Standard Hours per week (total hours per term divided by 18 weeks)
Lecture hours:	54.00	3.00
Lab hours:		
Total hours:	54.00	3.00

REPEATABILITY (Number of times the course can be repeated): 9

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."

LIMITATIONS ON ENROLLMENT (see [Title 5, section 58106](#) for policy on allowable limitations. Other

None

appropriate statutory or regulatory requirements may also apply):

TOP CODE (CB03): 493087

Category/TOP Code: (* denotes a Valid Top Code that is also in alignment with the Basic Skills Initiative (BSI) definition of a basic skills course)

- English as a Second Language (ESL): 493084*, 493085*, 493086*, 493087*, 493100*
- Immigrant Education: 220120, 220500, 220700, 493090*
- Elementary and Secondary Basic Skills: 150100*, 152000*, 170100*, 170200, 493009*, 493014, 493030, 493031, 493032, 493033, 493060*
- Health & Safety: 083510, 083570, 083580, 083700, 089900, 129900
- Substantial Disabilities: ANY TOP Code
- Parenting: 130500-130590, 130800
- Home Economics: 130100-139900
- Courses for Older Adults: ANY TOP Code
- Short-Term Vocational: ANY VOCATIONAL TOP Code
- Workforce Preparation: ANY VOCATIONAL TOP Code or 493010, 493011, 493012, 493013, 493072

TRANSFER STATUS (CB05):

Other than English, writing, ESL, reading and mathematics courses, most noncredit courses are C (Not transferable)

- A (Transferable to both UC and CSU)
 Transferable to CSU only
 C (Not transferable)

References:

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 ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008

PRIOR TRANSFER LEVEL (CB21):

This element indicates course level status for English, writing, ESL, reading and mathematics courses.

- Y (Not applicable)
- A (One level below transfer) B (Two levels below transfer)
- C (Three levels below transfer) D (Four levels below transfer)
- E (Five levels below transfer) F (Six levels below transfer)
- G (Seven levels below transfer) H (Eight levels below transfer).

Student Accountability Model (SAM) Code (CB09):

- A – Apprenticeship B - Advanced Occupational C - Clearly Occupational
- D – Possibly Occupational E- Non-occupational

SAM Code:

- A - Apprenticeship: Courses designed for an indentured apprentice, which must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards.
- B - Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area.
- 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.
- 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.
- E- Non-occupational.

BASIC SKILLS STATUS (CB08):

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)."

- Basic Skills Course Not a Basic Skills Course

COURSE CLASSIFICATION STATUS (CB11):

This field identifies courses eligible for enhanced funding. Noncredit courses will have a value of J or K if they are part of an approved Career Development and College Preparation (CDCP) program. Noncredit courses that are not part of an approved program will have a value of L until the program is approved.

- J -Workforce Preparation Enhanced Funding
- K - Other Noncredit Enhanced Funding
- L - Non-Enhanced Funding

NONCREDIT CATEGORY (CB22):

** Categories qualify for enhanced funding, as long as they are a part of an approved CDCP program.

- A (English as a Second Language (ESL)** B (Immigrant Education)
- C (Elementary and Secondary Basic Skills)** D (Health and Safety)
- E (Substantial Disabilities) F (Parenting)
- G (Home Economics) H (Courses for Older Adults)
- I (Short Term Vocational)** J (Workforce Preparation)**

References:

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PROGRAM STATUS (CB24):

- Program Applicable Not Program-Applicable

APPROVED SPECIAL CLASS (CB13): Title 5 section 56028.

- S (designated as an approved special class for disabled students) N (not a special class)

SPECIAL CHARACTERISTIC(S) (if applicable):

- Learning Assistance (a form of supplemental instruction)
- Bilingual Instruction (a system of instruction that builds upon the language skills of a pupil whose primary language is not English or derived from English)
- Convalescent Setting (a course taught in a convalescent home, skilled nursing facility, residential care home, day care center, or nursing home)
- Correctional Facility (a course taught either at or through a federal, state, or local correctional institution)
- Apprenticeship (a course that provides related and supplemental instruction for apprenticeship and coordination of instruction with job experience, upon agreement with the program sponsor/employer and the California Division of Apprenticeship Standards)
- Persons of Substantial Disabilities (a course designed to serve persons with substantial disabilities)
- Citizenship for Immigrants (a course designed to provide instruction and services in citizenship)

PREREQUISITES, COREQUISITES or ADVISORIES:				
Select One	Subject	Number	Course Title	Units
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				
<input type="checkbox"/> Prerequisite <input type="checkbox"/> Corequisite <input type="checkbox"/> Advisory				

SECTION II - COURSE CONTENT AND OBJECTIVES

COURSE CONTENT AND OBJECTIVES Outline the topics included in the lab portion of the course (*Outline reflects course description, all topics covered in class*). Add more lines as needed.

• The content element contains a complete list of all topics to be taught in the course. The list should be arranged by topic with sub-headings. Content items should be subject based.

• Objectives: (Include Total Hours for each Topic), should be stated in terms of what students will be able to do, should clearly connect to achievement of the course goals, should be concise but complete: ten objectives might be too many; one is not enough, should use verbs showing active learning, theory, principles, and concepts must be adequately covered. Skills and applications are used to reinforce and develop concepts, each objective should be broad in scope, not too detailed, narrow, or specific.

Lecture Content:	Hours per topic	Objectives:
1. Basic Communication - Greetings and introductions - Small talk - Daily Routine	6	Demonstrate understanding of basic conversational skills.
2. Housing - Discussions about the neighborhood - Classified advertisements - Simple rental and lease agreements - Change of address forms	6	Assess ways to deal with situations related to housing.
3. Food - Food needs - The food pyramid - Quantities of food - Supermarket advertisements - Units of measure - Recipes - Giving and following basic commands	6	Analyze and discuss information related to purchasing and preparing food.
4. Health and Emergencies - Appointments: Making and re-scheduling appointments - Health related problems - Instructions on medicine labels - Medical history forms	6	Explain health related issues and access relevant medical services.
5. Transportation - Directions: asking and giving directions - Simple maps - Basic OMV services - Train and bus schedules	6	Demonstrate ability to read simple maps, follow basic directions, and use public transportation.
6. Employment - Job skills and work experience - Basic interview skills - Job related requests - Polite forms to offer/decline assistance - Polite forms to make apologies - Basic pay check and pay stubs - Procedures to respond to basic emergencies	6	Use basic communication skills in the place of employment.
7. Community Resources Banking - Bank services - Procedure to use an ATM machine	6	Identify community resources and show competence in using these resources.

References:

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- Deposit and withdrawal slips - Application forms for checking and savings accounts		
8. Inter-Personal Communication - Polite interruptions - Polite forms to ask and give clarifications - Leave-taking - Polite forms to express opinions	6	Apply basic inter-personal skills in social and workplace environments.
9. Personal Growth - Positive attitudes and positive affirmation - Procedures for giving and receiving positive feedback - Goal Setting	6	Practice basic personal growth skills.
Total Hrs:	54	

Lab Content:	Hours per topic	Objectives:
Total Hrs:		

INSTRUCTION AND EVALUATION, add more lines as needed.

• Methods of Instruction - The focus should be about describing what the students will be doing and experiencing, not only with respect to the instructor, but in some cases with respect to each other and with their environment. The methods of instruction used are appropriate to the objectives. If an objective is to "physically perform," then lecture as the sole method for learning is not enough. The assignments and methods of instruction and evaluation must be appropriate to the stated objectives.

• Methods of Evaluation - The bases for evaluating assignments are given, and relate to skills and abilities in objectives. Knowledge of required material should constitute a significant portion of the evaluation as reflected in assignments and methods of evaluation. Please note that while noncredit courses do not produce grades that would be "credited" into a student record, this in no way obviates the critical need for the course design to comprehensively include student evaluation and feedback.

Methods of Instruction	Methods of Evaluation
Discussion	CASAS ESL pre- and post-tests, quizzes and in-class writing assignments

LEARNING OUTCOME INFORMATION

Student Learning Outcomes: Upon successful completion of this course, the student will be able to (<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>): (MAXIMUM OF 3 OUTCOMES)	How will these student learning outcomes be assessed? (<i>Explain how each outcome will be assessed in this column</i>):
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<ol style="list-style-type: none"> 1. The rules of reading and comprehension of the basic written and spoken English language related to daily life in America. 2. The proper punctuation, mechanics and grammar for the English language related to daily life in America 	<p>Pre-testing and post- testing. In-class tests throughout the semester. Oral and written assignments.</p>
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Required Text(s):

Texts and instructional materials should be completely referenced: author, title, publisher, and date.

Instructor supplied materials.
Tell me more online software

Supplementary Readings:

Instructor supplied materials

Required Writing:

Short paragraphs describing what they do with regards to each of the nine topics

Assignments and/or Other Activities:

The assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives. It is clear that there are student performance expectations, that these are taught in class, practiced through various assignments, and evaluated as the basis for any feedback or potential certification.

Journal documenting their use of English in everyday situations related to course topics.

Supplies needed:

This section should also include any required materials or other equipment such as a sports item, lab equipment, tools, art materials or anything else the student must have to participate effectively in the course.

Students must provide writing instrument and paper for class and homework assignments, three-ring folder or binder for class work, black and white composition book for journaling, colored ink pen(s) for correcting work, index cards and colored markers for study notes, highlighter(s) for emphasizing important notes, and a dictionary.

References:

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ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008

SECTION III – SUPPORT NEEDED

Indicate how the college plans to support the proposed course:

Additional Staff needed: None

Classroom type needed: None

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

None

Supplies needed: None

Library/Learning Resources – (List Library and Learning Resources needed, including the cost and funding source for needed resources)

None

References:

CCCCO Program and Course Approval Handbook, Fifth Edition- 2013, pp 186-195
ASCCC The Course Outline of Record: A Curriculum Reference Guide, pp 42 – 58, 2008

SECTION IV – APPROVAL STATUS

a. <input type="checkbox"/> New Course	Board Approval Date:	Effective Semester:
b. <input checked="" type="checkbox"/> Course Update	College Approval Date: CC-05/23/17	Effective Semester:
c. <input type="checkbox"/> Course Change*	College Approval Date:	Effective Semester:
d. <input checked="" type="checkbox"/> Course Reinstate	College Approval Date: CC- 04/25/17	


*Course change is based on changes to Districtwide attributes

COLLEGE APPROVALS:

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.




Originator

6/6/17

Date



Department Chair



Dean
Alicia Rodriguez-Estrada

Date

6/6/2017

Date

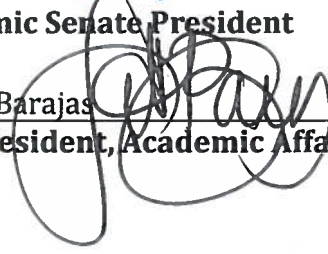
Curriculum Chair

Martin Diaz 

Date

6/6/17

Academic Senate President

Leticia Barajas 

Vice President, Academic Affairs

Date

6/6/2017
