Los Angeles Harbor College
Academic Program Review

Name of discipline: Developmental Communications

Division chair: Carmen Carrillo        Phone number: 310-233-4250

Names and types of program:

☐ Degree program:

☐ Certificate program: 

☐ Skills certificate:

☐ Program mission:

A Program Review Self-Study Committee will be formed two years prior to the program review completion date (See Appendix B. Program Review Schedule). Please submit the attached committee participant list to the dean by September 15. This committee will consist of:

Division Chair or Manager: Carmen Carrillo

Program Faculty (all full-time and adjunct):
Shazia Khan
Natalie Ricard
Angelica Vega

Program Staff: Saray Olivares

Administrator responsible for the area: Dr. David Humphreys

Vice-President of the Cluster: Luis Rosas

One outside professional or alumni: Judith Weingartner

Two students currently enrolled in the program under review: Erica Borrego and Danielle Rebuck
Program Description and Overview: Please write a brief overview of the program. Align the program with the College mission, goals, student learning outcomes, and strategies.

MISSION STATEMENT
The mission of the Developmental Communications department is to serve the needs of basic skills and English as a Second Language (ESL) students. In order to serve these students, the department offers courses that fulfill prerequisites to English courses, develop study skills, and help students improve in basic English conversation and reading. Students in Developmental Communications courses develop necessary college reading, writing, and study skills; and improve in their ability to speak and read English with native-like proficiency. To accomplish this mission, the Developmental Communications department established its student learning outcomes (SLO) that apply to basic skills and ESL students. The following SLO’s will vary to the level of each Developmental Communications course.

STUDENT LEARNING OUTCOMES
Upon successful completion of the course in Developmental Communications, students will be able to:
1. Identify main ideas and major and minor supporting details in written material.
2. Write a basic paragraph by including a main idea and supporting details.
3. Comprehend written materials on several levels of meaning: literal, critical, inferential.
4. Apply rules of phonetic analysis to properly pronounce and spell words.
5. Apply rules of context-use, dictionary-use and structural analysis to identify meanings of unfamiliar words.
6. Apply rules of grammar, punctuation, and spelling in sentence writing.
7. Identify and apply effective study strategies.
8. Demonstrate a positive attitude toward learning and self-improvement.
9. Demonstrate the ability to become an independent learner.
10. Analyze the components of effective study and apply to given materials.

☐ Attach current course outlines, accepted by the Curriculum Committee, for all approved classes offered in the program; certify that COR has been reviewed and updated within last four (?) years as required for articulation:

☐ Current sample class syllabi for courses offered in the program are available for review in the Department/Division office.

☐ Attach current Unit Plan:
In the following sections, please write an analysis and response to the data:

I. **Internal Data:**

A.) **Student Learning Outcomes:**
Because there has not been a full-time faculty member in the Dev Communications Department for over two years, student learning outcomes (SLO) have not been updated and measured. However, as of fall 2009, there have been several modifications to SLO’s, assessments, and measurements. First, all SLO’s for the Development Communications courses have been updated so they can be equally measured in a quantitative and qualitative fashion. Second, new assessment measures have been developed and planned for each SLO. Third, the Development Communications Department plans to measure and analyze the results of SLO assessments at the end of each semester in order to write a more complete program review, following the 3 year SLO Assessment Plan set by the Communications Division.

i) **Number of full-time faculty FTEF BY FALL SEMESTER** since last review or previous five years: 1

ii) **Number of adjunct FTEF BY FALL SEMESTER** since last review or previous five years: 1.0

iii) **Number of FTEF taught as overload by full-time faculty** since last review or previous five years: 0

iv) **Total FTEF BY FALL SEMESTER** since last review or previous five years: 2.0

Document changes in support personnel and equipment budgets since last review or the previous five years. Write a narrative that explains any variations in the table below.

Of all the departments in the Communications Division, Developmental Communications is the department that lacked improvement in curriculum development, technological advancement, and continuity in faculty. Though it falls under basic skills, no monies had been directed to the Department for instructional improvement that would meet student needs.

<table>
<thead>
<tr>
<th></th>
<th>Equipment $</th>
<th>Hourly</th>
<th>Full-time</th>
<th>Classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Using the District Database Directory of Programs (www.laced.edu), indicate the number of sections offered, including the number canceled over the last five years or since last review:

### Number of sections offered over the previous 5 years

<table>
<thead>
<tr>
<th></th>
<th>Sp 04</th>
<th>Fall 04</th>
<th>Sp 05</th>
<th>Fall 05</th>
<th>Sp 06</th>
<th>Fall 06</th>
<th>Sp 07</th>
<th>Fall 07</th>
<th>Sp 08</th>
<th>Fall 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Com</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

The numbers do include Developmental Communications 76: Reading—ESL and courses offered in the Career Pathway programs.

### Number of sections canceled over the previous 5 years

<table>
<thead>
<tr>
<th></th>
<th>Sp 04</th>
<th>Fall 04</th>
<th>Sp 05</th>
<th>Fall 05</th>
<th>Sp 06</th>
<th>Fall 06</th>
<th>Sp 07</th>
<th>Fall 07</th>
<th>Sp 08</th>
<th>Fall 08</th>
</tr>
</thead>
<tbody>
<tr>
<td>DevCom</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total FTES Please Chart for last five years by FALL SEMESTER by discipline.

**Total FTES:**

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Comm</td>
<td>1.6</td>
<td>1.8</td>
<td>1.6</td>
<td>1.8</td>
<td>2.0</td>
</tr>
</tbody>
</table>

List FTES to FTEF for the past five years BY FALL SEMESTER:

<table>
<thead>
<tr>
<th>Year</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Comm</td>
<td>11.7</td>
<td>11.1</td>
<td>7.2</td>
<td>13.1</td>
<td>15.0</td>
</tr>
</tbody>
</table>

List total numbers for past five years:

**Degrees awarded:** none

**Certificates awarded:** none

**Skills certificates awarded:** none
Retention rate by program & course not by major/elective, etc.:

Overall retention rate:

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Comm</td>
<td>77.4</td>
<td>83.3</td>
<td>89.2</td>
<td>92.0</td>
<td>94.2</td>
</tr>
</tbody>
</table>

Successful course and program completion since last review or last five years:

Overall successful course and program completion rates:

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Comm</td>
<td>65.5</td>
<td>62.7</td>
<td>30.5</td>
<td>69.5</td>
<td>67.9</td>
</tr>
</tbody>
</table>

II. External Data:

A.) Advisory Committee: For programs requiring advisory committees, attach minutes from the last five meetings indicating that recommendations have been discussed.

B.) Provide an analysis and response to the environmental scan provided by the Office of Institutional Research. Chairs are encouraged to add any additional data sources they find appropriate. What trends are indicated by a review of the data? Please see Appendix C

C) What are the strengths of the program? Include reference to SLO assessment results.

   There are several of points of strength in the Developmental Communications Department. The main strength of the program is the placement of a full-time Developmental Communications instructor who can fully dedicate time to revising and developing the Developmental Communications curriculum and the Literacy Center so that students can learn at a 21st century level. Second, the goal of the department is to provide students with the basic skills in reading, writing, and study skills needed to excel in English 21 and other transfer and vocational level courses. The department accomplishes this goal by offering several reading classes which students are assessed into including ESL reading and conversation, fundamentals of reading, and basics of reading and writing. Another course the department offers is a reading and study skills class which does not require prior assessment. The third area of strength is the revitalization of the Literacy Center which has so far included enhancing the software programs used in the center, implementing a student self-assessment survey, and creating new instructional activities for students like Directed Learning Activities.
D). What areas of the program need strengthening? Include reference to SLO assessment results.

The past several years has presented areas that need improvement in the program which have begun to be addressed as of fall 2009. The lack of a full-time faculty member prevented many changes to be made in terms of proper course outline updates, an underutilized literacy center, technological incorporation in the Development Communications lecture classes and appropriate literature chosen for the classes. Since the recent hire of a full-time Developmental Communications instructor, course outlines including SLO’s and assessments have been updated and the literacy center services have improved as explained in the strengths section. In order to make the literacy center a lab more accessible to a the diverse groups of students at Los Angeles Harbor College (i.e. ESL, special needs, basic skills), the full-time instructor and staff are in the process of acquiring instructional software and literature relevant to the adult learner, providing more support in the form of tutors, and creating activities that mirror Directed Learning Activities used at Chaffey College. The department will also emphasize more instructional technologies in the Developmental Communications lecture classes. This will be accomplished by Developmental Communications faculty developing simple instructor websites for his or her respective course, provide library-research workshops, and utilizing learning software. To also help students become critical thinkers and obtain information literacy, Developmental Communications faculty will utilize more authentic literature in the classroom such as short stories, novels, journals, plays, and biographies which reveal topics of relevance to students’ lives.

D) Summarize program and unit plan modifications necessary for program improvement, including objectives, budgets, and timelines for implementation. This section should inform the six-year Plan of Action—Pre/Post Validation form attached.
Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update

1. COLLEGE: Harbor

2. SUBJECT (DISCIPLINE) NAME\textsuperscript{1}: Developmental Communications
   (40 characters, no abbreviations)

3. COURSE NUMBER: 020

4. COURSE TITLE: Fundamentals of Reading and Writing

5. UNITS: 6

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:
   
   This course prepares students for English 021 with an emphasis on the mastery of basic reading, writing, and study skills needed for college transfer and vocational programs.

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

   This course prepares students for English 021 with an emphasis on the mastery of basic reading, writing, and study skills needed for college transfer and vocational programs.

8. INITIAL COLLEGE APPROVAL DATE:

9. UPDATES (check all applicable boxes):

   - [X] Content
   - [X] Objectives
   - [ ] College Specific Course Attributes/Data Elements
   - [ ] Districtwide Course Attributes/Data Elements
   - [ ] Other (describe)

   Last Update: 12/09/09

10. CLASS HOURS:

<table>
<thead>
<tr>
<th>&quot;Standard Hours&quot; per Week (based on 18 weeks)</th>
<th>Total Hours per Term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
</table>

\textsuperscript{1} Underlined course attributes are the same for the course throughout the LACCD, all other course attributes are college specific.
11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD’s Policy on Prerequisites, Corequisites and Advisories requires that the curriculum committee take a separate action verifying that a course’s prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Communications</td>
<td>35</td>
<td>Reading I: Fundamentals</td>
<td>3</td>
<td>12/09/09</td>
</tr>
<tr>
<td>Or appropriate score on assessment test</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corequisite: None (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Advisories: None (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 1 (see: Section V, #9)

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

N/A
Section II: Course Content and Objectives

1. Course Content and Objectives:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES – Lecture (if applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom's Taxonomy below for &quot;action verbs requiring cognitive outcomes.&quot;)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary-context clues, structural clues, and dictionary</td>
<td>18</td>
<td>• Identify the main ideas and major and minor supporting details in written material.</td>
</tr>
<tr>
<td>Main ideas and supporting details: main ideas, major supporting details, and minor supporting details</td>
<td>18</td>
<td>• Demonstrate the ability to write sentences with minimum errors in grammar, punctuation, and spelling.</td>
</tr>
<tr>
<td>Reading comprehension: literal, inferential, and critical</td>
<td>18</td>
<td>• Construct a paragraph containing a topic sentence and major and minor supporting details.</td>
</tr>
<tr>
<td>Writing sentences: recognize sentences and sentence errors (grammar, spelling, punctuation)</td>
<td>18</td>
<td>• Demonstrate a literal, inferential, and critical reading ability to given written materials.</td>
</tr>
<tr>
<td>Writing paragraphs: concept and components of paragraphs</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Written response to prompt: read and understand questions, organize response, write response, proofread and edit response</td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

Total Lecture hours* 108.00

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Laboratory: If applicable, outline the topics included in the laboratory portion of the course</th>
<th>Hours per Topic</th>
<th>COURSE OBJECTIVES – Laboratory (if applicable): Upon successful completion of this course, the student will be able to:</th>
</tr>
</thead>
</table>

Total Lab hours* |

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

2. Required Texts:

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


3. Supplementary Readings:

Reading assignments may include, but are not limited to the following:

American Heritage Dictionary

4. Writing Assignments:

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.” Writing assignments in this course may include, but are not limited to the following:

- Literary response journals related to the articles contained in *10 Steps to Building College Reading Skills*.
- Sentence writing assignment to demonstrate grammar, punctuation, and spelling
- Paragraph writing assignment to demonstrate basic paragraph construction ability
5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:
   Out of class assignments may include, but are not limited to the following:
   
   - Textbook homework assignments
   - Sentence writing assignment
   - Paragraph writing assignment

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:
   Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

7. METHODS OF EVALUATION:
   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):

8. METHODS OF INSTRUCTION:
   Methods of instruction may include, but are not limited to the following:
   - Lecture
   - Discussion
   - Laboratory
   - Activity
   - Field Experience
   - Independent Study
   - Other (explain)

9. SUPPLIES:
   List the supplies the student must provide.
   
   Notebooks, pens, pencils, highlighters, index cards, scantrons, blue books.

10. COMPUTER COMPETENCY:
    If applicable, explain how computer competency is included in the course.
    
    1. Students will use an email system to contact classmates and the instructor
    2. Students will use interactive computer assignments for skills development
    3. Students will use Microsoft Word to complete assigned writing projects.

11. INFORMATION COMPETENCY:
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. If applicable, explain how information competency is included in the course.

1. Students will be given instruction on email system set up if needed
2. Students will be given basic library research methods instruction
3. Students will contact the instructor via email if necessary

12. DIVERSITY:

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

Students will work with classmates of different cultures including ethnic groups, socio-economic status, and educational abilities in small groups.

Students will also read literature contained in 10 Steps to Building College Reading Skills other literature chosen by the instructor pertaining to people of different ethnic groups and physical and mental abilities.

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: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:

   a. If yes, the course will be a Not applicable 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 http://misweb.cccco.edu/esed/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.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

   a. Area requested: None Approval date:

   If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

   a. 2nd Area requested: None Approval date:

   If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm
Section IV: Articulation Information
(Complete in consultation with College Articulation Officer)

1. Transfer Status: N/A
   a. Transferable to the University of California:
   b. UC approval date:
   c. Transferable to the California State University:
   d. College approval date:

2. General Education for Transfer: N/A

IGETC Certification:
   a. Area requested:
   b. Date requested:
   c. IGETC approval date:

CSU Certification:
   a. Area requested: None
   b. Date requested:
   c. CSU approval date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. Major Requirement for Transfer — Will this course be articulated to meet lower division major requirements? NO
List college/university and the majors:

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
</table>

CAN Number: CAN Sequence Number:
CAN Approval — Date requested: Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: Developmental Communications/Communications

2. DEPARTMENT/DIVISION CODE: 30

3. SUBJECT CODE -- 3 characters, assigned by District Office: 263 (existing subject codes are available on the LACCD web site at http://www.laccd.edu/curriculum/directory-programs-courses/index.htm

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: Dev Com

5. SPC CODE -- 3 characters, assigned by District Office: 780

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: Dev Com

7. DEGREE CREDIT: Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level:

   No

8. CREDIT/NO CREDIT GRADING: N/A

9. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 1

   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."

   Students will be able to improve reading comprehension, vocabulary, and basic writing skills.

10. PRIOR TO TRANSFERABLE LEVEL -- This course attribute applies to English, writing, ESL, reading and mathematics courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: N/A

11. CREDIT BASIC SKILLS -- Title 5, section 5502(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 5502(b)."

    If Yes, course must be non-degree applicable. N/A

12. CROSS REFERENCE -- Is this course listed as equivalent in content to existing College/District courses in another discipline? No

    If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH 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.
14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? no

15. COURSE CLASSIFICATION: Developmental Preparatory

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."

16. TOP CODE - (6 digits XXXX.XX) 4930.20
Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): E - Non-Occupational

SAM Codes (see CCC Chancellor's Office Student Accountability Model Operations Manual, 1984) should be assigned as follows:
Priority "A" - Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.
Priority "B" - Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.
Priority "C" - Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a 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.
SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:
   a. ☐ New Course  ∙ Board Approval Date:  ∙ Effective Semester:
   b. ☐ Addition of Existing District Course  ∙ College Approval Date:  ∙ Effective Semester:
   c. ☐ Course Change*  ∙ College Approval Date:  ∙ Effective Semester:
   d. ☑ Outline Update  ∙ College Approval Date:

* 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 VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES
(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. ORIGINATOR:  Shazia Khan

2. DEPARTMENT:  Developmental Communications

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE: N/A
   ☐ 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 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? N/A
   (If yes, briefly explain how)

   ____________________________________________

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course: N/A
   Additional staff -- List additional staff needed:

   ____________________________________________

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

Supplies- List supplies and indicate dollar value:

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:

The resources including electronic resource collections, book, periodical, and librarian services are sufficient for Dev Com 020 students.
CERTIFICATION AND RECOMMENDATION

☐ This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts 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.

________________________________________________________________________
<table>
<thead>
<tr>
<th>Originator</th>
<th>Date</th>
</tr>
</thead>
</table>

________________________________________________________________________
<table>
<thead>
<tr>
<th>Department/Cluster Chairperson</th>
<th>Date</th>
</tr>
</thead>
</table>

________________________________________________________________________
<table>
<thead>
<tr>
<th>Articulation Officer</th>
<th>Date</th>
</tr>
</thead>
</table>

________________________________________________________________________
<table>
<thead>
<tr>
<th>Librarian</th>
<th>Date</th>
</tr>
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</table>

________________________________________________________________________
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<tr>
<th>Dean (if applicable)</th>
<th>Date</th>
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</thead>
</table>

________________________________________________________________________
<table>
<thead>
<tr>
<th>Curriculum Committee Chairperson</th>
<th>Date</th>
</tr>
</thead>
</table>

________________________________________________________________________
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<thead>
<tr>
<th>Academic Senate President</th>
<th>Date</th>
</tr>
</thead>
</table>

________________________________________________________________________
<table>
<thead>
<tr>
<th>Vice President, Academic Affairs</th>
<th>Date</th>
</tr>
</thead>
</table>

________________________________________________________________________
<table>
<thead>
<tr>
<th>College President</th>
<th>Date</th>
</tr>
</thead>
</table>
COLLEGE: Harbor

SUBJECT (Discipline Name): Developmental Communications

COURSE NUMBER: 020

UNITS: 6

CLASS HOURS:

<table>
<thead>
<tr>
<th></th>
<th>Hours per week (based on 18 weeks)</th>
<th>Total Hours per term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>6.00</td>
<td>108.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/activity (w/o homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>6.00</td>
<td>108.00</td>
<td>6.00</td>
</tr>
</tbody>
</table>

DEGREE CREDIT: Indicate whether the course meets the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: N/A

THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: No

If yes, the course will be a Not applicable 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

GENERAL EDUCATION FOR TRANSFER: No

Area requested: None Approval date:

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:
<table>
<thead>
<tr>
<th><strong>TRANSLATION STATUS:</strong> N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable to the University of California: UC approval date:</td>
</tr>
<tr>
<td>Transferable to the California State University: College approval date:</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION FOR TRANSFER:** N/A

**IGETC**
- Area requested:
- Date requested:
- IGETC approval date:

**CSU CERTIFICATION**
- Date requested:
- CSU approval date:

**ABBREVIATION FOR TRANSCRIPTS** — 20 characters, assigned by District Office: Dev Com

**COURSE CLASSIFICATION:** Developmental Preparatory, Developmental Preparatory

**TOP CODE — (6 digits XXXX XX) 4930.20**

**SAM CODE** (Student Accountability Model): E - Non-Occupational

**PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT**
- Prerequisites: (if Yes, complete information below) yes
- Corequisite: None (if Yes, complete information below)

**CREDIT/NO CREDIT GRADING:**

**REPETITIONS** — Number of times course may be repeated for credit (three maximum): 1

**CROSS REFERENCE** — Is this course listed as equivalent in content to existing College/District courses in another discipline? no

18. **CREDIT BASIC SKILLS** — Title 5, section 5502(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 5502(b).

   If Yes, course must be non-degree applicable N/A

**COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH 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**
APPROVAL STATUS:

New Course

Board Approval Date: [Date]
Effective Semester: [Semester]

Addition of Existing District Course

College Approval Date: [Date]

COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

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

This course prepares students for English 021 with an emphasis on the mastery of basic reading and writing skills needed for college transfer and vocational programs.

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

This course prepares students English 021 with an emphasis on the mastery of basic reading and writing skills needed for college transfer and vocational programs.

SPC CODE -- 3 characters, assigned by District Office: **780**
PREREQUISITE, COREQUISITE OR ADVISORY CONTENT REVIEW

Prerequisite

All courses: Content Review Validation

Provide evidence that skills and knowledge acquired in the proposed prerequisite course are necessary for student success in the course by completing the Content Validation Table below.

1. List the skills or knowledge contained in the prerequisite course. (These items should be incorporated into the learning objectives of this course).

2. List skills or knowledge necessary for students to succeed in the requisite course for which the Prerequisite is proposed.

Certified by:

<table>
<thead>
<tr>
<th>Requisite Course Subject, Number, Title: Dev Com 035</th>
<th>Target Course Subject, Number, and Title: Dev Com 020</th>
<th>Check box where match occurs or list the number(s) of the matching exit skills on the left</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLUMN 1: COURSE OBJECTIVES - EXIT SKILLS (List all exit skills, repeat if needed)</td>
<td>COLUMN 2: TARGET COURSE - ENTRY SKILLS (List all entry skills, repeat if needed)</td>
<td></td>
</tr>
<tr>
<td>1. Pronounce and spell words through phonetic analysis</td>
<td>1. Pronounce and spell words through phonetic analysis</td>
<td>☑</td>
</tr>
<tr>
<td>2. Identify the meanings of words through context clues, structural analysis, and the dictionary</td>
<td>2. Identify the meanings of words through context clues, structural analysis, and the dictionary</td>
<td>☑</td>
</tr>
<tr>
<td>3. Identify main ideas and supporting details in written material</td>
<td>3. Identify main ideas and supporting details in written materials</td>
<td>☑</td>
</tr>
<tr>
<td>4. Demonstrate literal and inferential reading ability of written material</td>
<td>4. Demonstrate literal and inferential reading ability of written material</td>
<td>☑</td>
</tr>
</tbody>
</table>

Select the most appropriate basis for validation and provide the necessary documentation: (Mouse over ✰ for details.)

☐ Advisories/recommended prerequisites. ✰
☒ Course within the same discipline. ✰
☐ Course outside of discipline closely related but not English or Math. ✰
☐ Required by a four year transfer institution. ✰
☐ Computation or Communication Skill courses outside of a discipline. ✰
☐ Health and Safety. ✰
☐ Imposed by law or contract. ✰
☐ Program prerequisites ✰
☐ Recency, GPA, and Other Measures of Readiness Prerequisites. ✰
☒ Placement based on skills assessment ✰
DISCIPLINE FACULTY HAVE REVIEWED THE PREREQUISITE/COREQUISITE AND TARGET COURSE SKILLS LISTED ABOVE AND HAVE DETERMINED THAT TAKING THE PREREQUISITE/COREQUISITE COURSE WILL PROVIDE CONCEPTS/SKILLS NECESSARY FOR SUCCESS IN THE TARGET COURSE. FOR ADVISORY COURSES, THE DISCIPLINE FACULTY HAVE DETERMINED THAT TAKING THE ADVISORY COURSE WILL BROADEN AND/OR DEEPEN STUDENT LEARNING, BUT IS NOT REQUIRED FOR SUCCESS, IN THE TARGET COURSE.

Discipline Faculty:

__________________________
Signature

__________________________
Signature

__________________________
Division Chairperson

__________________________
Curriculum Committee Chairperson

__________________________
Date

__________________________
Date

__________________________
Date
<table>
<thead>
<tr>
<th>Institutional Mission &amp; Goals</th>
<th>Course Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 1                            | 1. As a result of completing Dev Com 020, students will be able to comprehend written material on several levels of meaning: literal, critical, and inferential. | Means: a final exam will be given to students on written material containing questions reflecting comprehension at the literal, critical, and inferential levels  
Criteria: 75% of students will earn a score of 70% or better. | | |
| 1                            | 2. As a result of completing Dev Com 020, students will be able to identify main ideas and major and minor supporting details in written material. | Means: Students will be given an exam with reading passages asking them to highlight/underline the main idea and list the major and minor supporting details.  
Criteria: 75% of students will earn a score of 70% or better. | | |
| 1                            | 3. As a result of completing Dev Com 020, students will be able to write sentences with minimum errors in grammar, punctuation and spelling. | Means: Students will write 5 sentences demonstrating proper grammar, punctuation and spelling.  
Criteria: 50% of students will earn a score of 70% or better scored according to a department rubric. | | |
| 1                            | 4. As a result of completing Dev Com 020, students will be able to construct a paragraph containing a topic sentence and major and minor supporting details. | Means: Students will write a paragraph containing a topic sentence, and major and minor supporting details.  
Criteria: 50% of students will earn a score of 70% or better. | | |
Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update

1. COLLEGE: Harbor

2. SUBJECT (DISCIPLINE) NAME\(^4\): Developmental Communications
   (40 characters, no abbreviations)

3. COURSE NUMBER: 035

4. COURSE TITLE: Reading I: Fundamentals

5. UNITS: 3

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

   This course is designed for the improvement of students’ college reading skills. It emphasizes reading fluency, reading comprehension, reading rate, and vocabulary improvement.

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

   The purpose of this course is improvement of college reading with an emphasis on reading comprehension, reading rate, and vocabulary.

8. INITIAL COLLEGE APPROVAL DATE:

9. UPDATES (check all applicable boxes):

   □ Content                     Last Update: 
   □ Objectives                  Last Update: 
   □ College Specific Course Attributes/Data Elements Last Update: 
   □ Districtwide Course Attributes/Data Elements Last Update: 
   □ Other (describe)            Last Update: 

10. CLASS HOURS:

<table>
<thead>
<tr>
<th>“Standard Hours” per Week (based on 18 weeks)</th>
<th>Total Hours per Term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
</table>

\(^4\) Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.
11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's Policy on Prerequisites, Corequisites and Advisories requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: no (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Corequisite: no None (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advisories: no None (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 2 (see: Section V, #9)

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations, Other appropriate statutory or regulatory requirements may also apply):

N/A
Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE -- Lecture:</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</td>
<td></td>
<td>Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom's Taxonomy below for &quot;action verbs requiring cognitive outcomes.&quot;)</td>
</tr>
<tr>
<td>Pre-testing of vocabulary and reading comprehension</td>
<td>6</td>
<td>• Demonstrate the ability to pronounce and spell words through phonetic analysis.</td>
</tr>
<tr>
<td>The sounds of American English (phonemes) and their spelling</td>
<td>8</td>
<td>• Identify the meaning of a word through the use of context clues, structural analysis, and the dictionary.</td>
</tr>
<tr>
<td>Pronunciation of key words in the reading materials assigned</td>
<td>8</td>
<td>• Identify the main idea and supporting details in a passage or paragraph.</td>
</tr>
<tr>
<td>Reading comprehension – main ideas, supporting details, literal meaning, inferential meaning, and critical interpretation</td>
<td>10</td>
<td>• Demonstrate literal and inferential reading ability of written material.</td>
</tr>
<tr>
<td>Written and oral responses to reading selections</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Discussions based on reading materials, T.V. and/or radio news reports</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Post-testing of vocabulary and reading comprehension</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Lecture hours</strong></td>
<td><strong>54.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE -- Laboratory:</th>
<th>Hours per Topic</th>
<th>COURSE OBJECTIVES - Laboratory (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, outline the topics included in the laboratory portion of the course</td>
<td></td>
<td>Upon successful completion of this course, the student will be able to:</td>
</tr>
</tbody>
</table>

**Total Lab hours**

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

2. REQUIRED TEXTS:

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


3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:


4. WRITING ASSIGNMENTS:

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." Writing assignments in this course may include, but are not limited to the following:

1. Journals related to *Ten Real Life Stories*
2. Summaries and analyses
3. Homework questions
4. Short answer responses
5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:
Out of class assignments may include, but are not limited to the following:

1. Skills practice assignments
2. Readings from textbooks and other assigned materials

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

1. Literary response journals. Students are given a writing prompt related to Ten Real Life Stories and must reply in their journals.
2. Summaries of articles and stories read in and outside of class

7. METHODS OF EVALUATION:

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):

8. METHODS OF INSTRUCTION:

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

☐ Lecture
☐ Discussion
☐ Laboratory
☐ Activity
☐ Field Experience
☐ Independent Study
☐ Other (explain)

1. Guided discussion
2. One-one-one conference
3. Small group experience
4. Reading assignments
5. Written assignments
6. Oral drills

9. SUPPLIES:

List the supplies the student must provide.

1. Scantron answer sheets
2. Pen
3. Notebook paper
4. #2 pencil

10. COMPUTER COMPETENCY:
If applicable, explain how computer competency is included in the course.

Students will periodically utilize email and be provided with instruction on how to create an email account if needed.

11. INFORMATION COMPETENCY:

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

Students will contact instructor via email if necessary.

12. DIVERSITY:

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

Students will work with other classmates of different cultures including ethnic groups, socio-economic status, and educational abilities in various small group sessions.

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: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:

   a. If yes, the course will be a **Not applicable** 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 http://misweb.cccco.edu/esed/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.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

   a. Area requested: **None**  Approval date:

      If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

   a. 2<sup>nd</sup> Area requested: **None**  Approval date:

      If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm
Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS: N/A

   a. Transferable to the University of California: 
   b. UC approval date: 
   c. Transferable to the California State University: 
   d. College approval date: 

2. GENERAL EDUCATION FOR TRANSFER: N/A

   IGETC Certification: 
   a. Area requested: 
   b. Date requested: 
   c. IGETC approval date: 

   CSU Certification: 
   a. Area requested: None 
   b. Date requested: 
   c. CSU approval date: 

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines. 

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines. 

   a. 2nd Area requested: 
   b. Date requested: 
   c. IGETC approval date: 

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines. 

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines. 

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? NO

   List college/university and the majors: N/A

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
</table>

   CAN NUMBER: CAN SEQUENCE NUMBER:
   CAN Approval – Date requested: Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: Developmental Communications/Communications

2. DEPARTMENT/DIVISON CODE: 30

3. SUBJECT CODE -- 3 characters, assigned by District Office: 263 (existing subject codes are available on the LACCD web site at http://www.laccd.edu/curriculum/directory-programs-courses/index.htm

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: Dev Com

5. SPC CODE -- 3 characters, assigned by District Office: 780

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: Dev Com

7. DEGREE CREDIT: Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level:
   This courses is no

8. CREDIT/NO CREDIT GRADING: N/A

9. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 2

   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."

   Students will be able to improve in basic reading comprehension and vocabulary skills.

10. PRIOR TO TRANSFERABLE LEVEL -- This course attribute applies to English, writing, ESL, reading and mathematics courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: N/A

11. CREDIT BASIC SKILLS -- 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)." If Yes, course must be non-degree applicable. N/A

12. CROSS REFERENCE -- Is this course listed as equivalent in content to existing College/District courses in another discipline? no

   If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH 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.
14. COOPERATIVE EDUCATION STATUS — Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education — i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students’ educational goals; or 2) Occupational Work Experience Education — i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students’ educational or occupational goal. Is this course part of the college’s approved cooperative work experience education program? no

15. COURSE CLASSIFICATION: Developmental Preparatory

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.”

16. TOP CODE — (6 digits XXXX.XX) 4930.20
Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): E - Non-Occupational

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

Priority "A" — Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" — Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled “B.” “B”-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" — Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a 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.
SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

   a. ☐ New Course
   b. ☐ Addition of Existing District Course
   c. ☐ Course Change*
   d. ☑ Outline Update

   Board Approval Date:  
   College Approval Date:  
   College Approval Date:  
   Effective Semester:  
   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 VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES
(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. ORIGINATOR: Shazia Khan

2. DEPARTMENT: Developmental Communications

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

   ☐ 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 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
   (If yes, briefly explain how)

5. METHOD OF SUPPORT — Indicate how the college plans to support the proposed course: N/A

   Additional staff — List additional staff needed:

   Classroom — List classroom type needed:
Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

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:

The resources including electronic resource collections, book, periodical, and librarian services are sufficient for Dev Com 035 students.
CERTIFICATION AND RECOMMENDATION

☐ This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts 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.

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
DEPARTMENT/DIVISION NAME: Developmental Communications/Communications

DEPARTMENT/DIVISION CODE: 30

SUBJECT (DISCIPLINE) NAME: Developmental Communications

SUBJECT CODE -- 3 characters, assigned by District Office: 263

SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: Dev Com

COURSE TITLE: Reading 1: Fundamentals

COURSE NUMBER: 035

UNITS: 3

CLASS HOURS:

<table>
<thead>
<tr>
<th></th>
<th>Hours per week (based on 18 weeks)</th>
<th>Total Hours per term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>3.00</td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/activity (w/o homework):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>3.00</td>
<td>54.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

DEGREE CREDIT: Indicate whether the course meet the “standards for approval” for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: This course is

THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:

If yes, the course will be a Not applicable 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

GENERAL EDUCATION FOR TRANSFER:

Area requested: None Approval date:

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:
TRANSFER STATUS:

Transferable to the University of California: UC approval date:
Transferable to the California State University: College approval date:

GENERAL EDUCATION FOR TRANSFER:

IGETC
Area requested:
Date requested:
IGETC approval date:

CSU CERTIFICATION
Date requested:
CSU approval date:

ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: Dev Com

COURSE CLASSIFICATION: Developmental Preparatory Developmental Preparatory

TOP CODE -- (6 digits XXXX.XX) 4930.28

SAM CODE (Student Accountability Model): E - Non-Occupational

PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT
Prerequisites: no (If Yes, complete information below)
Corequisites: None (If Yes, complete information below)

CREDIT/NO CREDIT GRADING: N/A

REPETITIONS -- Number of times course may be repeated for credit (three maximum): 2

CROSS REFERENCE -- Is this course listed as equivalent in content to existing College/District courses in another discipline? no

18. CREDIT BASIC SKILLS -- 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)."
If Yes, course must be non-degree applicable N/A

COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH 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
APPROVAL STATUS:

New Course

Board Approval Date:
Effective Semester:

Addition of Existing District Course

College Approval Date:

COOPERATIVE EDUCATION STATUS — Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education — i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education — i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college’s approved cooperative work experience education program? No.

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

This course is designed for the improvement of students' college reading skills. It emphasizes building students' reading fluency, reading comprehension, reading rate, and vocabulary skills.

CLASS SCHEDULE COURSE DESCRIPTION — Provide a brief description of the course, including an overview of the topics covered:

The purpose of this course is improvement of college reading skills with an emphasis on reading comprehension, reading rate, and vocabulary.

SPC CODE = 8 characters, assigned by District Office: 780
LA HARBOR COLLEGE  
Student Learning Outcomes (SLOs) Assessment Report  
Course Assessment  

Division: Communications  
Communications  

Course Number and Name: DEV COM 035 Reading I: Fundamentals  

Program Contact Person: Shazia Khan  

Reviewed by: ____________________________, Academic Dean  

Date: ____________________________  

Attach additional pages as necessary. As a result of successfully completing Dev Comm 35, students will  

<table>
<thead>
<tr>
<th>Institutional Mission &amp; Goals</th>
<th>Course Intended Outcomes</th>
<th>Means of Assessment and Criteria for Success</th>
<th>Summary of Data Collected</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Demonstrate the ability to pronounce and spell words through phonetic analysis.</td>
<td>Means: Students will be given an exam in which they will be given phonetic spellings of words and asked to write the correct spelling using their knowledge of phonetic rules. Criteria: 75% of students will earn 70% or better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Identify the meaning of a word through the use of context clues, structural analysis, and the dictionary.</td>
<td>Means: Students will take an exam which will include questions on identifying meanings using context clues and questions on identifying meanings of unfamiliar words using dictionary passages. Criteria: 75% of students will earn a score of 70% or better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Demonstrate literal and inferential reading ability of written materials.</td>
<td>Means: Students will be given a final exam on written material with questions reflecting comprehension at the literal and inferential levels. Criteria: 75% of students will earn a 70% or better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Identify the main idea and supporting details in a passage or paragraph.</td>
<td>Means: Students will be given an exam with reading passages that will ask them to highlight, underline, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>write the main idea and list the major supporting details.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criteria: 75% of students will earn a score of 70% or better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update

1. COLLEGE: Harbor

2. SUBJECT (DISCIPLINE) NAME\(^1\): Developmental Communications
   (40 characters, no abbreviations)

3. COURSE NUMBER: 076

4. COURSE TITLE:

5. UNITS: 3

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

   English 28 is the final preparatory course in composition and critical reading. Emphasis is placed on a review of grammar, mechanics, and paragraph writing. Students will write essays with various rhetorical patterns and will be introduced to research techniques. It is designed to assist the student to make the transition of English 101.

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

   English 28 is the final preparatory course in composition and critical reading. Emphasis is placed on a review of grammar, mechanics, reading, rhetorical patterns of writing, and the introduction of research techniques.

8. INITIAL COLLEGE APPROVAL DATE:

9. UPDATES (check all applicable boxes):

   - [X] Content
   - [X] Objectives
   - [ ] College Specific Course Attributes/Data Elements
   - [ ] District wide Course Attributes/Data Elements
   - [ ] Other (describe)
   
   Last Update: 4/14/05
   Last Update: 4/14/05
   Last Update:
   Last Update:

10. CLASS HOURS:

   \[\text{\textit{Standard Hours}}/\text{Week (based on Total Hours per Term (hrs per week) Units}}\]

\[\textit{Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.}\]
18 weeks)  

| Lecture: | 3.00  | 54.00  | 3.00  |
| Lab/activity (w/ homework): | | | |
| Lab/activity (w/o homework): | | | |
| Total: | 3.00  | 54.00  | 3.00  |

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; OR 2 hours per week of lab with homework; OR 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's Policy on Prerequisites, Co requisites and Advisories requires that the curriculum committee take a separate action verifying that a course’s prerequisite, co requisite or advisory is an “appropriate and rational measure of a student's readiness to enter the course or program” and that the prerequisite, co requisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>21</td>
<td>English Fundamentals</td>
<td>3.00</td>
<td>4/14/2005</td>
</tr>
<tr>
<td>English</td>
<td>73</td>
<td>Beginning College Reading and Writing</td>
<td>3.00</td>
<td>4/14/2005</td>
</tr>
</tbody>
</table>

Co requisite: None (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
</table>

Advisories: None (If Yes, complete information below)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
</table>

12. REPETITIONS — Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9)

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

N/A
Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Lecture:</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (If applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</td>
<td>9</td>
<td>Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</td>
</tr>
<tr>
<td>Illustrate reading techniques and strategies that employ understanding vocabulary in context, recognizing the main idea, identifying supporting details, recognizing implied meaning. Demonstrate how to separate fact from opinion, detect propaganda, and recognize errors in reasoning.</td>
<td>12</td>
<td>Apply critical reading skills to recognize thesis, audience, purpose and evidence in advanced pre-collegiate texts.</td>
</tr>
<tr>
<td>Demonstrate how to draft an essay by establishing pre-writing techniques. Illustrate how to develop a thesis statement and support the thesis with specific evidence. Illustrate the process of organizing and connecting specific evidence that leads students to revising, editing and proofreading their own writing.</td>
<td>12</td>
<td>Demonstrate awareness of the writing process and an ability to critique one’s own work and the work of others with basic to intermediate skill.</td>
</tr>
<tr>
<td>Practice the technique of reading essays as models for student’s own writing by noticing the author’s implementation of purpose, tone, mode of development and figurative language. Illustrate how to respond to an author’s writing with a logically supported, well constructed argument.</td>
<td>12</td>
<td>Write a response to various modes of pre-collegiate level reading with logically constructed, well supported, and edited essays that exhibit a critical analysis of those readings.</td>
</tr>
<tr>
<td>Demonstrate how to employ effective sentence style, including parallelism, coordination, subordination, verb tense, point of view, opposites, and concrete subjects with active verbs.</td>
<td>9</td>
<td>Produce sentences that are relatively free from grammatical errors which display standard American English and an academic style.</td>
</tr>
<tr>
<td>Illustrate how to use outside sources in essays by incorporating the format presented by the MLA at a basic skills level. This includes parenthetical citations and secondary source documentation.</td>
<td></td>
<td>Employ parenthetical citations, secondary source documentation, and MLA conventions at a basic skill level.</td>
</tr>
</tbody>
</table>

| Total Lecture hours* | 54.00 |

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Laboratory:</th>
<th>Hours per Topic</th>
<th>COURSE OBJECTIVES - Laboratory (If applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, outline the topics included in the laboratory portion of the course</td>
<td></td>
<td>Upon successful completion of this course, the student will be able to:</td>
</tr>
</tbody>
</table>

| Total Lab hours* |

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

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

- College Writing Skills with Readings-Langan
- Brief English Handbook-Dornan
- Models for Writers-Rosa
- Refining Composition Skills-Anker
- Rules for Writers-Hackers
- Steps in Composition-Troyka
- Subject/Strategy-Escholz
- The Writer's Response: A Reading-Based Approach to College Writing-McDonald & Salomone
- Writer's Workplace w/Readings-Scarry

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

- Brave New World-Huxley
- Animal Farm-Orwell
- Enrique's Journey-Navazio
- I Know Why the Caged Bird Sings-Angelou
- Lesson Before Dying-Gaines
- Parable of the Sower-Butler
- The House on Mango Street-Cisneros

4. WRITING ASSIGNMENTS:

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." Writing assignments in this course may include, but are not limited to the following:

- Example Essay
- Description Essay
- Process/Analysis Essay
- Division and Classification Essay
- Comparison and Contrast Essay
- Cause and Effect Essay
- Argument Essay
- Journal Writing
- Journal Reading and Response

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

- Reading non-fiction essays
- Reading short stories
- Reading a novel
- Vocabulary exercises
6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 5502(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

The aforementioned writing assignments in category four require critical thinking. For example, the writing assignment "Journal Reading and Response" requires students to analyze and evaluate college level essays they have read. Essay writing assignments require students to synthesize ideas and information from reading into a coherent, organized composition.

7. METHODS OF EVALUATION:

Title 5, section 5502 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): 1) Reading and written response. 2) Journals, logs and quizzes. 3) Essay writing. 4) Essay examinations. 5) Class activities and peer editing.

8. METHODS OF INSTRUCTION:

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

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

9. SUPPLIES:

List the supplies the student must provide.

10. COMPUTER COMPETENCY:

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

Students will be expected to compose essays on the computer. Students will also use the library's resources at a basic skills level. Students will use the computer catalogue.

11. INFORMATION COMPETENCY:

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

Students will learn to use library resources at a basic skills level. They will be able to use the library's catalogue and reference resources.

12. DIVERSITY:

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

Reading and writing assignments are chosen to reflect the diverse cultures and ethnicities of the United States.

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: Relationship to College Programs

1. This course will be an approved requirement for an approved associate degree or certificate program:
   a. If yes, the course will be a Not applicable 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 http://misweb.cccco.edu/несен/webprogmiv/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.

2. General Education Requirements for the Associate Degree Status:
   a. Area requested: None Approval date:

      If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas — Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education — contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

   a. 2nd Area requested: None Approval date:

      If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area — Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education — contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm
Section IV: Articulation Information

1. Transfer Status:
   a. Transferable to the University of California: No
   b. UC approval date:
   c. Transferable to the California State University: No
   d. College approval date:

2. General Education for Transfer:

   IGETC Certification:
   a. Area requested:
   b. Date requested:
   c. IGETC approval date:

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

   CSU Certification:
   a. Area requested: None
   b. Date requested:
   c. CSU approval date:

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

   a. 2nd Area requested:
   b. Date requested:
   c. IGETC approval date:

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

   a. 2nd Area requested:
   b. Date requested:
   c. CSU approval date:

   If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

3. Major Requirement for Transfer – Will this course be articulated to meet lower division major requirements? No

   List college/university and the majors:

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
</table>

CAN Number: CAN Sequence Number:

CAN Approval – Date requested: Date approved:
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: English

2. DEPARTMENT/DIVISON CODE: 30

3. SUBJECT CODE -- 3 characters, assigned by District Office: 263 (existing subject codes are available on the LACCD web site at http://www.laccd.edu/curriculum/directory-programs-courses/index.htm

4. SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: Dev Com

5. SPC CODE -- 3 characters, assigned by District Office: 780

6. ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: Dev Comp

7. DEGREE CREDIT: Indicate whether the course meet the “standards for approval” for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level:
   This course is Non Degree Applicable

8. CREDIT/NO CREDIT GRADING:

9. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0

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.”

Print production skills, like performance arts, improve with routine repetition and practice

10. PRIOR TO TRANSFERABLE LEVEL -- This course attribute applies to English, writing, ESL, reading and mathematics courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: level below

11. CREDIT BASIC SKILLS -- 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).” No if yes, course must be non-degree applicable.

12. CROSS REFERENCE -- Is this course listed as equivalent in content to existing College/District courses in another discipline? No

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH 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
14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? No

15. COURSE CLASSIFICATION: The Liberal Arts Sciences

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."

16. TOP CODE – (6 digits XXXX.XX) 4930.20

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccoc/esar/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): E - Non-occupational

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

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, and Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a 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.
SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:
   a. □ New Course
   b. □ Addition of Existing District Course
   c. □ Course Change*
   d. □ Outline Update

   Board Approval Date: ________________________  Effective Semester: ________________________
   College Approval Date: ________________________  Effective Semester: ________________________
   College Approval Date: 9-1-2009

   * Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases district wide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

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

1. ORIGINATOR: A Vega

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 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
   (If yes, briefly explain how)

   ____________________________________________

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

   Additional staff -- List additional staff needed:

   ____________________________________________
Classroom – List classroom type needed:

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

Supplies- List supplies and indicate dollar value:

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:

The Library's current resources are adequate to meet the needs of this particular course.
CERTIFICATION AND RECOMMENDATION

☒ This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts 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.

_________________________                  ____________________________
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
COLLEGE: Harbor

APPROVAL STATUS:

New Course
Addition of Existing District Course
Board Approval Date:
College Approval Date:
Effective Semester:

DEPARTMENT/DIVISION NAME:

DEPARTMENT/DIVISION CODE:

SUBJECT (DISCIPLINE) NAME: Dev Com

SUBJECT CODE -- 3 characters, assigned by District Office: 263

SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: Dev Com

COURSE TITLE:

COURSE NUMBER: 028

UNITS: 3

CLASS HOURS:

<table>
<thead>
<tr>
<th>Hours per week (based on 18 weeks)</th>
<th>Total Hours per term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture: 3.00</td>
<td>54.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab/activity (w/o homework):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>3.00</td>
<td>54.00</td>
</tr>
</tbody>
</table>

DEGREE CREDIT: Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level:
This course is: Non Degree Applicable

THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:

If yes, the course will be a Not applicable 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

GENERAL EDUCATION FOR TRANSFER:

Area requested: None Approval date:
GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:
Area requested: None Approval date: 
2nd Area requested: None Approval date: 

TRANSFER STATUS:
Transferable to the University of California: UC approval date: 
Transferable to the California State University: No College approval date: 

GENERAL EDUCATION FOR TRANSFER:

IGETC
Area requested: 
Date requested: 
IGETC approval date: 

CSU CERTIFICATION
Date requested: 
CSU approval date: 

ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: Dev Com Dev Com

COURSE CLASSIFICATION: The Liberal Arts Sciences

TOP CODE = (6 digits XXXX.XX) 4930.20

SAM CODE (Student Accountability Model): E -Non-occupational

PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT
Prerequisites: (If Yes, complete information below)
Co requisite: None (If Yes, complete information below)

CREDIT/NO CREDIT GRADING:

REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0

CROSS REFERENCE -- Is this course listed as equivalent in content to existing College/District courses in another discipline? No

18. CREDIT BASIC SKILLS -- Title 5, section 5502(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 5502(b)." No
If yes, course must be non-degree applicable

COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH 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
APPROVAL STATUS:

New Course

Board Approval Date:
Effective Semester:

Addition of Existing District Course

College Approval Date:

COOPERATIVE EDUCATION STATUS — Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education — i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education — i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

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

English 28 is the final preparatory course in composition and critical reading. Emphasis is placed on a review of grammar, mechanics, and paragraph writing. Students will write essays on various rhetorical patterns and will be introduced to research techniques. It is designed to assist the student to make the transition to 101.

CLASS SCHEDULE COURSE DESCRIPTION — Provide a brief description of the course, including an overview of the topics covered: English 28 is the final preparatory course in composition

English 28 is a course that is designed to facilitate the student in understanding the concepts of reading critically and writing logically. The student will develop an academic style of writing that is relatively free of grammar and usage problems.

SPC CODE — 3 characters, assigned by District Office:
L. A. Harbor College
Developmental Communication 076, Section # 0187
Fall 2007
MW 11:10 – 12:35
Room GC 211

Instructor: Richard Hofferd
Phone: (310) 233-4698
Office: T 153
Office Hours: Monday and Wednesday, 10:35 – 11:05

Textbooks: North Star: Reading and Writing, 2nd Ed, By Laurie Barton
North Star: Reading and Writing Activity Book, 2nd Ed, By Helen Solorzano

Objective: To improve language competence and critical thinking skills through reading, writing, grammar, and vocabulary activities.

Expectations: There should be improvement in reading, writing, and critical thinking skills as well as development of working vocabulary and greater competence in using English grammar. Competency will be demonstrated in reading orally, written work, tests, and possibly oral presentations.

Grades: Unless otherwise indicated, grades on tests and quizzes will follow the standard fixed scale:
- 90% – 100% A
- 80% - 89% B
- 70% - 79% C
- 60% - 69% D
- 59% or less F

Final grades will be based upon this scale:
- Tests and quizzes 40%
- Oral Presentations and Class Participation 30%
- Homework 20%
- Attendance 10%

Attendance: More than 3 absences will result in being dropped from the class. A tardy is ½ of an absence. It is important that you attend this class and participate. There are no make-ups of quizzes or tests. If you know you will be absent on the day of a test or quiz you must arrange something with me before the day of the test or quiz. Also, get the names and numbers of two or three classmates that you can call to find out about homework assignments and upcoming tests and quizzes if you are absent.

Homework: Homework is due at the beginning of each class. If it is collected, it will not be accepted after 11:20. This is to prevent you from doing your homework in class! Late homework can be turned in only at the beginning of the following class, marked “LATE”, and with a lowered grade. Homework will not be accepted during class or after class. If you did not turn your homework in because you were absent, write “ABSENT” on your homework and turn it in at the beginning of the next class.
Developmental Communications (Dev Comm) 020:  
Fundamentals of Reading & Writing  
6 Units

Sect. # 0180  TTH 9:35am-12:45pm  NEA 219

Instructor: Shazia Khan  
Email: tasnim_02@hotmail.com  
Office Location: NEA 261  
Office Hours: T TH 8:30am - 9:30am  
Office Phone: (310) 233-

Prerequisite: Completion of Developmental Comm. 35 or appropriate score on the English Placement Test.

Course Description: Developmental Communications 020 prepares students for English 021 and is a part of the sequence of courses leading to English 101. Students will master the basic reading and writing skills needed for college transfer and vocational programs.

Course Objectives:
- Comprehend written material on several levels of meaning: literal, critical and inferential.
- Identify main ideas and major and minor supporting details in written material.
- Apply vocabulary and word attack strategies
- Develop writing fluency and clarity.
- Write sentences with minimum errors in grammar, punctuation, and spelling.
- Organize thoughts and write a paragraph containing a main idea and supporting details.

Student Learning Outcomes: By successfully completing Dev Comm 020, students will demonstrate the ability to

- Comprehend written material on several levels of meaning: literal, critical, and inferential.

- Identify main ideas and major and minor supporting details in written material.

- Develop writing fluency and clarity.

- Write sentences with minimum errors in grammar, punctuation, and spelling.

- Organize thoughts and write a paragraph containing a main idea and supporting details.

Required Textbooks:
- Ten Steps to Building College Reading Skills, 4th ed., by John Langan
- Building Vocabulary Skills, 3rd ed., by Sherrie Nist & Carol Mohr
- Dictionary
**Required Materials**  
Index cards (4x6 or 3x5)  
2-Pocket Folder  
3-ring Binder  
Notebook  
Scantrons 882-E  
Pens, pencils, highlighters

**Assignments:** Required assignments, include, but are not limited to:  
- Readings from the textbook and other articles and essays  
- Exercises in the textbooks and handouts  
- Examinations, including quizzes, midterm, and final  
- Lab assignments

This course focuses on skills development. Bring your textbooks and writing materials to every class meeting. Participation is part of the course grade. All students will participate individually as well as in groups. Be prepared to participate by completing all assignments on time. If a student does not come to class prepared with materials and completed assignments, he or she may be asked to leave, and this will result in an absence. All homework assignments must be turned in at the beginning of class to receive credit.

**Course Grade:** Your course grade will be based on the following categories  

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Literacy Center Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Vocabulary Tests</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exams</td>
<td>20%</td>
</tr>
<tr>
<td>Textbook &amp; Homework Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Projects &amp; Writing Assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Percentages:**

- 100-90 = A
- 89-80 = B
- 79-70 = C
- 69-60 = D
- 59 - 0 = F

**Attendance & Participation:** Do not try to miss any class sessions.  
1. If you are absent for 2 classes in a row during the summer semester, you may want to drop the class.  
2. If you are absent 3 or more times, I may drop you from the class.  
3. It is your responsibility to find a class partner, so that if an absence occurs, the class partner will be able to give you assignment information.
**Homework & Quizzes/Exams:**
1. Since all assignments are announced, no late work is accepted. No make-up work is accepted nor is extra credit given.
2. No make-up quizzes, tests, or exams are given.
3. If a student arrives late when a quiz or test is in progress, no extra time will be given.

**Literacy Center Component:** The course requires literacy center activities in addition to class work. Students will be given specific activities to complete each week. Late lab work will not be accepted.

**Classroom & Lab Environment**
1. DO NOT bring food and drink into the classroom or literacy center EXCEPT bottled water.
2. Turn off or silence all cell phones before entering class and the lab.
3. During class and lab discussions, respect everyone’s opinions and respond in a non-confrontational manner.
4. Do not check messages, send messages, and/or play games on the phones or computers in the lab.
5. Do not use search engines at inappropriate times.
6. Do not check email during the lab time.
7. Do not eat or drink in the lab or classroom.

**Contacting the Instructor**
1. Feel free to visit me during office hours and during literacy center hours if you have any questions on the reading or homework. I will not be able to give you exact answers, but I will give you hints and strategies to solve them.
2. You can also contact me by email if you have any questions.
3. When you email me, have a specific question and/or problem you are having with the reading or homework.

**Special Programs & Services**

The Special Programs and Services office (Cafeteria room 108) provides services designed to meet the individual needs of regularly enrolled permanently and temporarily disabled students. Students with physical, emotional or learning disabilities can obtain a variety of services, including special counseling, tutoring, mobility assistance, readers, note-takers, and registration assistance. For further information, go to the Special Programs and Services in the Cafeteria room 108 or call (310) 233-4620.

**EOPS & CARE**

The EOPS/CARE office provides students who qualify with specialized assistance. Qualified economically, educationally, or culturally disadvantaged students can receive personal and academic, career and personal counseling; book and cash grants; free tutoring, priority enrollment, and classes in student success. Call (310) 233-4265 or go to SSC 207 for more information.
**Dev Comm 020: Tentative Exam Schedule**

*Note: This is a tentative schedule; dates may be changed if extra time is needed on a specific topic.*

<table>
<thead>
<tr>
<th>Exam # &amp; Title</th>
<th>Tentative Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1: 10 Steps chapter 1-2</td>
<td>Tues. 09/22</td>
</tr>
<tr>
<td>Exam #2: 10 Steps chapter 3-4</td>
<td>Tues. 10/06</td>
</tr>
<tr>
<td>Vocabulary Unit I test chap. 1-5</td>
<td>Thurs. 10/15</td>
</tr>
<tr>
<td>Exam #3: 10 Steps chap. 5</td>
<td>Thur. 10/22</td>
</tr>
<tr>
<td>Exam #4: 10 Steps chap. 6</td>
<td>Tues. 11/03</td>
</tr>
<tr>
<td>Vocabulary Unit II test chap. 7-11</td>
<td>Tues. 11/10</td>
</tr>
<tr>
<td>Exam #5: 10 Steps chap. 7</td>
<td>Thurs. 11/12</td>
</tr>
<tr>
<td>Exam #6: 10 Steps chap. 8</td>
<td>Tues. 11/24</td>
</tr>
<tr>
<td>THANKSGIVING HOLIDAY</td>
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<tr>
<td></td>
<td>COLLEGE CLOSED</td>
</tr>
<tr>
<td>Vocabulary Unit III test chap. 13-17</td>
<td>Thurs. 12/03</td>
</tr>
<tr>
<td>Exam #7: 10 Steps chap. 9-10</td>
<td>Thurs. 12/10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA</td>
</tr>
</tbody>
</table>
Procedure for Completing Literacy Center Assignments

1. Go to the Literacy Center in LRC 111 (see schedule for hours)
2. At any computer station, log into the computer using your student information:
   a. User name: First three letters of your last name + first name + last 4 digits of student ID number
      ones4567
   b. Password: Month of your birthday and day of your birthday
      MMDD
3. Go to the internet explorer
4. Type in www.townsendpress.net
5. Click on Try TP’s Exercises (“Do NOT login”)

Accessing Reading Books
1. Look at the section with the heading Reading Books
2. Click on Ten Steps to Building College Reading Skills, 4/e
3. Look for the chapter number on your score record sheet
4. Click on Exercise 1, read the directions, and complete the exercises
5. Record your score on your record sheet below
6. Click on Menu
7. Click on Exercise 2 and repeat step 9-10
8. Click on Menu to return to the list of chapters so you can begin a new chapter if needed.
9. Have one of the assistants confirm your scores on the screen by having them sign, date and stamp your score box for each chapter you have completed.

Accessing Vocabulary Books
1. Click on Menu again to return to the main Learning Center page.
2. Find the heading Vocabulary Books
3. Click on Building Vocabulary Skills, 3/e
4. Find the chapter you need to complete.
5. Complete both exercises for each chapter and record your scores
6. Have one of the assistants confirm your scores on the screen by having them sign, date and stamp your score box for each chapter you have completed.

Accessing English Essentials
1. Click on Menu to return to the main Learning Center page.
2. Find the heading Grammar and Usage.
3. Click on English Essentials.
4. Find and click on the chapter you have been assigned.
5. Complete each exercise and record your scores.
6. Have one of the assistants confirm your scores on the screen by having them sign, date and stamp your score box for each chapter you have completed.
Literacy Center Assignment #1
Instructor: Khan

Due Date: ________________

Townsend Press:
10 Steps to Building College Reading Skills

Chapter 3: Main Ideas
Exercise 1 Score __________
Exercise 2 Score __________

Chapter 4: Supporting Details
Exercise 1 Score __________
Exercise 2 Score __________

Literacy Center Signature/Date/Stamp

Townsend Press: English Essentials

Chapter 1: Subjects & Verbs.
Exercise 1 Score: __________
Exercise 2 Score: __________

Literacy Center Signature/Date/Stamp ____________________
Literacy Center Assignment #2
Instructor: Khan

Due Date: ________________

**Townsend Press: English Essentials**

Chapter 5: Fragments
Exercise 1 Score: _________
Exercise 2 Score: _________

Chapter 6: Run-Ons
Exercise 1 Score: _________
Exercise 2 Score: _________

Literacy Center Signature/Date/Stamp ________________________

**Townsend Press: Building Vocabulary Skills, 3/e**

Chapter #: _____ (choose between chapters 1-5)
Vocabulary in Context Score: _________
Word Definitions Score: _________

Literacy Center Signature/Date/Stamp ________________________
Due Date: ________________

**Townsend Press:**
10 Steps to Building College Reading Skills

**Chapter 5: Locations of Main Ideas**
- Exercise 1 Score __________
- Exercise 2 Score __________

Literacy Center Signature/Date/Stamp

---

**Townsend Press:** English Essentials

**Chapter 16: Fragments, Run-Ons, & Comma Splices**
- Exercise 1 Score: __________
- Exercise 2 Score: __________

Literacy Center Signature/Date/Stamp __________________________

---

**Townsend Press:** Building Vocabulary Skills, 3/e

**Chapter #: _____** (choose between chapters 7-11)
- Vocabulary in Context Score: __________
- Word Definitions Score: __________

Literacy Center Signature/Date/Stamp __________________________
Literacy Center Assignment #4
Instructor: Khan

Due Date: ____________________

Townsend Press:
10 Steps to Building College Reading Skills

Chapter 6: Relationships I
  Exercise 1 Score __________
  Exercise 2 Score __________

________________________________________
Literacy Center Signature/Date/Stamp

Townsend Press: English Essentials

Chapter 10: Commas
  Exercise 1 Score: __________
  Exercise 2 Score: __________

________________________________________
Literacy Center Signature/Date/Stamp

Townsend Press: Building Vocabulary Skills, 3/e

Chapter #: _______ (choose between chapters 7-11)
  Vocabulary in Context Score: __________
  Word Definitions Score: __________

________________________________________
Literacy Center Signature/Date/Stamp
Literacy Center Assignment #5
Instructor: Khan

Due Date: ________________

Townsend Press:
10 Steps to Building College Reading Skills

Chapter 7: Relationships II
Exercise 1 Score __________
Exercise 2 Score __________

Literacy Center Signature/Date/Stamp

Townsend Press: English Essentials

Chapter 15: Word Choice
Exercise 1 Score: __________
Exercise 2 Score: __________

Literacy Center Signature/Date/Stamp __________________________

Townsend Press: Building Vocabulary Skills, 3/e

Chapter #: _______ (choose between chapters 13-17)
Vocabulary in Context Score: _______
Word Definitions Score: __________

Literacy Center Signature/Date/Stamp __________________________
Instructor: Khan

Name: ____________________________    Week #3 (July 13-16)

Townsend Press
SRA Reading Laboratory
RFU Cards
Six-Way Paragraphs

Total Points for Week #3 __________________

Reading Lab Assignments
Instructor: Khan

Name: ____________________________    Week #4 (July 20-23)

Townsend Press
SRA Reading Laboratory
RFU Cards
Six-Way Paragraphs

Total Points for Week #4 __________________
Reading Lab Assignments
Instructor: Khan

Name: ___________________________ Week #5 (July 27-30)

Townsend Press
SRA Reading Laboratory
RFU Cards
Six-Way Paragraphs

Total Points for Week #5

Name: ___________________________ Week #6 (August 3-6)

Townsend Press
SRA Reading Laboratory
RFU Cards
Six-Way Paragraphs

Total Points for Week #6
"The ability to read awoke inside me the long dormant craving to be mentally alive." Malcolm X

Course Information

Course title: Developmental Communication 35
Instructor: Angelica Vega Office hours: MW 12:40 – 1:10
Telephone: (310) 233-4512 Email: vegaaa@lahc.edu

Required Text

Ten Steps to Improving College Reading Skills, Langan, 5th Ed.
Improving Vocabulary Skills, (Short Version) Nist, 3rd Ed.

- Pencils, pens, and highlighter
- Composition journal
- 3x5 index cards
- 1 pocket folder with loose-leaf paper
- Pocket dictionary

Course Description

“College Reading I-Fundamentals” is designed to assist the student with improving his or her college reading and study skills. The course illustrates techniques and strategies that will aid in reading comprehension, reading rate, and vocabulary.

Course Objectives

✓ The student will be able to pronounce and spell words through phonetic analysis.
✓ The student will be able to determine the meaning of the word through the use of context clues, structural clues, and the dictionary.
✓ The student will be able to decipher and comprehend meaning on the literal, critical and inferential levels.
✓ The student will be able to understand the main idea and important details from various reading material.
✓ The student will be able to annotate, outline and summarize textbook material.
✓ The student will be able to write sentences with minimum errors in grammar, punctuation and spelling.
✓ The student will be able to write a paragraph with a main idea and supporting details

Attendance and Class Rules

Attendance and class participation are an intricate part of the student’s grade. Tardiness on more than four occasions will accumulate into an absence. Four unexcused absences and the student will be dropped from the course. The student must turn off his or her cell phone before entering the class room. Each time a student is caught text messaging in class, he or she will lose ten points on the final exam. No eating or drinking is allowed in the classroom.

Course Requirements and Grading

1. A journal will be kept and periodically turned in to the instructor for review. The journal is used to answer practice questions in both textbooks. Also, the journal will be used to practice paragraph writing from the in class and out of class textbook reading selections, and the journal will be used as a reflective review of information the student is learning from the class material, lectures, or group activities.

2. A five hundred word essay will be turned in to the instructor the last day of class. The essay will be computer generated and double spaced. Times Roman font size 12 will be the size of the print, and the paper will have one inch margins on sides and bottom of the paper. The guidelines for submitting written work will be explained and demonstrated during the first week.

3. Every other Wednesday, there will be an examination on the material that has been covered during the course of the week. There will be a short review of what will be covered on the examination. The time of the examination will be one hour and twenty minutes in length. There will be no makeup examinations.

4. Extra credit will be given for the completion of “Online Exercises” found at www.townsendpress.com for the Ten Steps to Improving College Reading Skills.

The journal, essay, and examinations must be completed to pass this class.

Grading Scale: 100-90=A 89-80=B 79-70=C 69-60=D 59-50=F
How to Be Successful in College

1. Successful students are prepared for class. Preparing for class includes reading the textbook assignment and taking notes from the text. Successful students complete their homework assignments and review the information prior to the start of class.

2. Successful students attend every class. Not only do they attend every class, they arrive early. They know that going to class gives them the opportunity to hear more about the important information in their homework assignments. They know that identifying the material the instructor considers important is especially helpful when it is time to study for a test on the material.

3. Successful students follow an organized study routine. Organized students regularly take time to think about what they need to complete. They manage their time to complete the assignments given. They routinely establish objectives that will help them fulfill short and long term goals.

4. Successful students take responsibility for their own success. Successful students are realistic about the amount of time they need to study. Moreover, they will continue to study during their study time even when an unexpected opportunity arises for them to socialize or to entertain themselves instead of study. They place a high priority on their school work and education.
16 Week Itinerary

Week 1 & 2

The class will get to know each other, discuss the syllabus, review course objectives, and an illustration of the different types of exercises and writing will be given for the student journals. During the first week, the students will discuss, analyze and evaluate chapter 1 in Ten Steps to Improving College Reading Skills.

Week 3

The class will practice, analyze, discuss and evaluate chapter 2 in Ten Steps to Improving College Reading Skills, and do exercises in Chapters 1 and 2 in Improving Vocabulary Skills.

Week 4

The students will review the exam and discuss strategies for improvement. Do exercises in chapters 3 and 4 in Improving Vocabulary Skills. The class will practice, analyze, discuss, and evaluate chapter 3. in Ten Steps to Improving College Reading Skills. The essays *The Yellow Ribbon* and *The Bystander Effect* will be read in class and evaluated by the students. Students will practice writing a thesis statement for their final out of class essay. Each day, the agenda and home-learning will be posted on the board. Student journals will also be collected on Wednesday.

Week 5

The class will practice, analyze, discuss, and evaluate chapter 4 in Ten Steps to Improving College Reading Skills, chapters 5 and 6 in Improving Vocabulary Skills, and The essays “Let’s Roll” and *Coping with Nervousness* will be read in class and evaluated by the student. Each day, the agenda and home-learning will be posted on the board. There will be a review for the examination.
Week 6

The students will review the exam and discuss strategies for improvement. The class will practice, analyze, discuss, and evaluate chapter 5 in *Ten Steps to Improving College Reading Skills*, and chapters 7 and 8 in *Improving Vocabulary Skills*. The essays *Compliance Techniques: Getting People to Say Yes* and *Nonverbal Communication* will be read in class and evaluated by the student. Each day, the agenda and home-learning will be posted on the board. There will be review on Wednesday for the examination.

Week 7

The students will review the examination and discuss pointers and strategies for improvement. The class will practice, analyze, discuss and evaluate chapter 6 in *Ten Steps to Improving College Reading Skills*, and chapters 9 and 10 in *Improving Vocabulary Skills*. Each day, the agenda and home-learning will be posted on the board. *Let’s Roll* and *The Power Within* will be read in class and evaluated by the student. Each day, the agenda and home-learning will be posted on the board.

Week 8

The class will practice, analyze, discuss, and evaluate chapter 7 in *Ten Steps to Improving College Reading Skills*, chapters 11 and 12 in *Improving Vocabulary Skills*. Each day, the agenda and home-learning will be posted on the board.

Week 9

The class will practice, analyze, discuss, and evaluate chapter 7 in *Ten Steps to Improving College Reading Skills*, chapters 13 and 14 in *Improving Vocabulary Skills*. Each day, the agenda and home-learning will be posted on the board.
Week 10

The class will practice, analyze, discuss, and evaluate chapter 8 in *Ten Steps to Improving College Reading Skills*, chapters 15 and 16 in *Improving Vocabulary Skills*. Each day, the agenda and home-learning will be posted on the board.

Week 11

The class will practice, analyze, discuss, and evaluate chapter 9 in *Ten Steps to Improving College Reading Skills*, chapters 17 and 18 in *Improving Vocabulary Skills*. Each day, the agenda and home-learning will be posted on the board. Students will be practice sentence revision for their final class essay. The essay *Lizzie Borden* will be read in class and evaluated by the students. Each day, the agenda and home-learning will be posted on the board.

Week 12

The class will practice, analyze, discuss, and evaluate chapter 10 in *Ten Steps to Improving College Reading Skills*, chapters 19 and 20 in *Improving Vocabulary Skills*. Each day, the agenda and home-learning will be posted on the board.

Week 13

The two essays, *Shame* and *The Certainty of Fear* will be read in class and evaluated by the students. Students will practice the prewriting process for their final out of class essay. Each day, the agenda and home-learning will be posted on the board. There will be a review for the exam.

Week 14, 15 & 16
Students will review the proper format for their final out of class essay. Each day, the agenda and home-learning will be posted on the board. There will be a review for the final examination.

Do not hesitate to see me if you are having difficulty understanding the material, or you are confused about when assignments are due. Students will practice content revision for their final out of class essay.
Communications Division
Developmental Communications Department
Partial Program Review
Fall 2009
ENVIRONMENTAL SCAN

ECONOMIC TRENDS

The changes and trends that will take place during the next several years are rising unemployment, lower educational background, and changes in industry and occupation. According to the FACT Book 2009, the rate in unemployment by educational levels specifically with and without high school diplomas is extremely high. And since unemployment level is directly related to the rise in enrollment, many students will be enrolling in basic skills reading, writing, and math courses. The Developmental Communications (Dev Comm) department will address this need by continuing to offer Dev Comm 35, 20, and 37 courses which all focus on reading and basic writing development. Another way the department will assist this population is by returning the Dev Comm 23 course: study skills. This will hopefully give students the tools and techniques needed to interact with expository materials in both basic skills and general education courses.

Another economic trend stated in the FACT Book is the rising change in industries and occupations. There will be an increase in the education, health, and mining and logging occupations. Since there is such diversity among these three fields the Dev Comm department will address the needs of these industries. To address their needs the department will again, continue to offer the current Dev Comm courses, but also incorporate literature that will allow the department to enforce an important aspect of the Harbor College mission statement which is information literacy. Such literature would include relevant journal articles, newspaper articles, novels, and electronic media. Students will be able to achieve the basic skills in reading and writing they need to continue in other English courses and acquire essential study and time management skills needed to be successful in all basic skills and general education classes.

TECHNOLOGICAL TRENDS

The Dev Comm department will need to address several technological changes that are and will be taking place from 2009 to 2018. These trends include that 86% of our students at Harbor College rely on technology to complete most of their school work and also that the technology use for older students is more home-focused. Dev Comm faculty will take several steps to ensure that all students enrolled in basic skills reading courses are equipped with the essential technological skills to fulfill their academic needs. The first step is to identify in the beginning of a Dev Comm course, those students that need assistance acquiring technological skills such as an email account and basic internet searches. This can be accomplished by distributing self-study questionnaires in Dev Comm classes. Another step to assist students is to increase the use of instructor/course websites for beginning and intermediate
technology users. Finally, the department can provide beginning instruction in academic use of technology by organizing campus library visits and creating appropriate learning materials that incorporate academic software with explanatory components. These learning materials will be designed by Dev Comm faculty based on the student learning needs at Harbor College; however will follow the basic model of Directed Learning Activities used at Chaffey College.

DEMOGRAPHIC TRENDS

There are several demographic trends that affect the Dev Comm department at LAHC. First of all, the service area population related to LAHC is aging with a majority of people who will be between the ages of 55 to 75. Second, the number of high school seniors in the LAHC service area will decrease after 2010. This shows that LAHC will most likely be serving an older population of students. Because there will be an increase in the number of older, returning students, many may lack the necessary essential skills and exposure to wide reading needed to succeed in their choice of educational plan. Therefore, this directly impacts the Dev Comm department. To address this need the Dev Comm department should continue to offer Developmental Communications 35, 20, and 73 which are remedial courses which focus on reading and basic writing development. Since these are basic skills courses, the limit of students per class should consist of no more than twenty students, in order to better assist them. In addition, the department will attempt to take steps to add on to the current course offerings. Such changes can come in the form of offering an interactive literature based reading skills course and incorporate more authentic literature into all courses such as novels, short stories, articles, and other expository text.

Another demographic trend that will be of great significance to the Dev Comm department is the shift in the ethnic makeup of the LAHC service area. According to the FACT book the percentage of Hispanic/Latinos and Asians will increase, while the percentage of whites and African-Americans will decrease. In order to assist the growing population of these ethnicities at LAHC, the Dev Comm department can again incorporate a variety of literature in the course curriculum and also explore more diverse topics that students may relate to since one key to begin to improve reading comprehension is to introduce students to topics of interest and build background knowledge. What is most important, though, is for the department to implement or develop a culturally-centered curriculum at LAHC to eventually move these students efficiently and successfully to general courses. Furthermore, more full time faculty should be hired to teach the Developmental Communication courses since there is only one instructor in the department.
EXECUTIVE SUMMARY
(Validation Team Report)

Developmental Communications
Spring 2010

Team Members

Mercy Yanez, Associate Dean, Extended Opportunities Programs & Services (EOP&S), Harbor College
Tom Vitzello, Associate Professor, Chaffey College
Pamela Watkins, Associate Professor of English, Harbor College
Edward Afana, Business Analyst, LACCD District Office

MAJOR FINDINGS

Strengths regarding the program/discipline:

1. The Developmental Communications program should be commended for their curriculum modifications (Course Outline updates, DEV COM 020 and DEV COM 035).
2. The Developmental Communications program should be commended for developing program level Student Learning Outcomes that provide students with a clear understanding of what they will gain if they take courses in the program.
3. The Developmental Communications program should be commended for their integration of Student Learning Outcomes at the course level and the inclusion of those outcomes in course syllabi.
4. The Developmental Communications program should be commended for hiring a full-time instructor, expanding services and resources (new software and student support programs) to the Literacy Center during challenging economic times.
5. The Developmental Communications program should be commended for its renewed commitment to the Literacy Center and the resources and services it provides.
6. The Developmental Communications program should be commended for preparing students for the rigors of a college education by providing fundamental communication skills.
7. The Developmental Communications program should be commended for surviving a 5-year period with without a full-time faculty member and lack of commitment from the college administration.
Concerns regarding the program/discipline:

1. Lack of direct oversight and management of the Literacy Center budget, staffing, and training by the Communications Division.
2. Institutional support and funding for the Literacy Center in the area of staffing (Instructional Assistant and Tutors) and technology.
3. Insufficient number of full-time faculty to sustain program needs and the required SLO assessment of courses offered.
4. College wide knowledge awareness and coordination of Developmental Communications and the programs and services it offers.
5. Mission and purpose of the Developmental Communications Program.
6. Lack of permanent funding for the Literacy Center tutors.
7. Lack of a coordinated tracking system for the Literacy Center to insure compliance with Title V regulations governing courses with TBA and Supplemental Learning hours.
8. Assessment and placement of students into Developmental Communications courses.
10. Follow through on the assessment of SLO's developed during the fall 2009 semester.
11. Developmental Communications faculty and staff input/participation in design of the new library and learning resource center.
12. Lack of sufficient course offerings.
RECOMMENDATIONS

1. The Communications Division and the College Administration must collaborate to allow for the direct oversight and management of the Literacy Center staff and budget.

2. The Developmental Communications program should work to develop a multi-year strategic plan for the program (separate from other plans within the division) which includes the areas of: program outreach, Literacy Center, course offering, program mission and goals, budget and staffing.

3. The Developmental Communications program should work to increase the number of tutors and faculty in the Literacy Center and establish a formal tutor training program.

4. There should be broader outreach and coordination (with Assessment Center and Counseling) to other college programs and disciplines of division resources and services. To this end:
   a. A referral plan should be developed to channel students in need of assistance to developmental classes and the Literacy Center.
   b. The development of advertisements (fliers and program information printed in the college schedule of classes) explaining the value of the program and to attract students into the program.
   c. The expansion of course offerings and services based on any increased demand from outreach activities.

5. The mission and purpose of the Developmental Communications program needs to be more clearly articulated to the college administrators, faculty, staff, and students. The program lacks a clear identity at Harbor College and seems too overshadowed by courses in ESL, non-credit ESL and Personal Development.

6. The Developmental Communications program should request that the lab access positive attendance management software (that has already been purchased by LA Harbor College) be installed in the Literacy Center to improve the program’s ability to track student use and to help them in the evidenced based decision making process for program planning and review.

7. The Developmental Communications program should review Title V regulations and guidelines covering TBA, lab course and supplemental learning activities to insure that they are compliant.

8. The faculty and staff of the division should request more input into the final design and configuration of the new library and literacy/resource center. The new building design brought up concerns about access, management and monitoring of “Line of Sight” and accommodation of disabled students.

9. The Developmental Communications program should continue to develop their 3 year SLO Assessment Plan and insure that the plan is in line with the institutional framework for assessment and the college’s 2012 Accreditation self-study.
Program review – Validation Team Members

TO: Academic Dean
FROM: CARMEN CARRILLO, CHAIR, COMMUNICATIONS
Date Nov 2, 2009

We recommend the following persons for consideration for validation team:

Department: Developmental Communications Program: College Success

The validation team should be comprised of the dean of the area, one faculty member from a related discipline/program, two faculty members from unrelated disciplines, and two members from outside of the college.

<table>
<thead>
<tr>
<th>(Name)</th>
<th>(Related discipline/program)</th>
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</thead>
<tbody>
<tr>
<td>Pamela Watkins, English</td>
<td></td>
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<tr>
<td>Mercy Yanez, Counseling</td>
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<tr>
<td>Eddie Afana, Business</td>
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</table>

In addition to the above, the validation team should also include at least two individuals from outside of the institution. This may be someone from a four-year institution in the same discipline, someone from another community college in the same discipline, a high school instructor in the same discipline, or a member of college community employed in the area of the program.

<table>
<thead>
<tr>
<th>(Name)</th>
<th>(Title)</th>
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<tbody>
<tr>
<td>Tom Vitezio</td>
<td>Instructional Specialist of Success Center</td>
</tr>
<tr>
<td>Chaffey College</td>
<td></td>
</tr>
<tr>
<td>5885 Haven Avenue</td>
<td></td>
</tr>
<tr>
<td>Rancho Cucamonga, CA 91737</td>
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</tr>
<tr>
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<table>
<thead>
<tr>
<th>(Name)</th>
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<tbody>
<tr>
<td>Judith Weingartner, Reading Instructor</td>
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<tr>
<td>(Mailing Address)</td>
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<tr>
<td>Chaffey College</td>
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<tr>
<td>5885 Haven Avenue</td>
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<tr>
<td>Rancho Cucamonga, CA 91737</td>
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<tr>
<td>909-652-6918</td>
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Validation Team Duties

A program review involves the visitation, observation and analysis of a program/discipline by a team with the purpose of providing suggestions for improvement.

Duties of the Team Member

Pre-Visit Responsibilities
- Study the self-study report prepared by the faculty.

Visit Responsibilities
- Meet with program/discipline faculty.
- Examine teaching materials, supplies, and equipment presently being used in the program.

Post-Visit Responsibilities
- Develop an executive summary of team findings and recommendations.

The Role of the Validation Team

The validation team has been selected to include professionals who can assist the program by reviewing the self-study and plan of action, then making comments and suggestions that will lead to program improvement. In addition to reviewing the materials included in the written packet, team members are asked to visit the facility which houses the program, talk with instructors and students in the program, and request any further information materials which would be helpful in preparing the executive summary.
EXECUTIVE SUMMARY
(Validation Team Report)

(Discipline)
(Year)

Team Members

MAJOR FINDINGS

Strengths regarding the program/discipline:

Concerns regarding the program/discipline:

RECOMMENDATIONS
Developmental Communications

Six-Year Plan Draft

Desired Student Outcomes

**Recommendation #2:** The Dev Com department has developed a unit plan for the 2010-11 academic year which includes increased student instructional resources in the Literacy Center, implementation of a standardized reading assessment, and staffing of additional reading tutors in the Literacy Center to assist Dev Com 037 students. The department will be developing a plan for committed cross-curricular outreach of reading courses and services as well.

Target Date: Fall 2010

**Recommendation #4a:** A referral plan will be developed to channel students in need of assistance to developmental classes and the Literacy Center. In particular, the department will provide a referral form to faculty across the college outlining Literacy Center services including a reading assessment. The referral form will be distributed to counseling and student services faculty and hopefully to other faculty during the fall 2010 flex activities week. By referring students to utilize Literacy Center services, students will improve in the necessary reading, writing, and critical thinking skills which will assist students in successfully fulfilling content course objectives.

Target Date: Fall 2010

**Recommendation #9:** Since the placement of a full-time Dev Com faculty member in fall 2009, the department is in an active process of revising course outlines, SLO’s, and assessments with appropriate rubrics.

Target Date: Spring 2011

Educational Environment

**Recommendation #1:** Since the Literacy Center operates as part of the Communications Division, the Dev Com department will collaborate with College Administration to secure permanent funding for the Literacy Center. Permanent funding will allow the Dev Com program to place a part-time or full-time Instructional Assistant, hire faculty and student tutors, and consistently provide quality instructional resources for Dev Com 037 students.

Target Date: Spring/Fall 2016

**Recommendation #4c:** Due to the current budget constraints the district is experiencing, the Dev Com department is unable to offer new courses. However, the department is in the process of creating a recommended course sequence for students who assess into Dev Com and English courses and those students not requiring Dev Com courses, but who would benefit from extra study skills instruction. Below are suggested sequences of Dev Com courses for various groups of students.
Table 1: Students Assessed into Dev Com courses

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev Com 035</td>
<td>Dev Com 020</td>
<td>English 021</td>
<td>English 028</td>
<td>English 101</td>
<td>English 102</td>
</tr>
<tr>
<td>Dev Com 037</td>
<td></td>
<td>Dev Com 037</td>
<td>Dev Com 037</td>
<td>Dev Com 023</td>
<td>Dev Com 023</td>
</tr>
<tr>
<td>(recommended)</td>
<td></td>
<td>(recommended)</td>
<td>(recommended)</td>
<td>(recommended)</td>
<td>(recommended)</td>
</tr>
<tr>
<td>Dev Com 023</td>
<td></td>
<td>OR Dev Com 023</td>
<td>OR Dev Com 023</td>
<td></td>
<td></td>
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<tr>
<td>(recommended)</td>
<td></td>
<td></td>
<td>(recommended)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Students Assessed into English 21 or 28

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 021</td>
<td>English 28</td>
<td>English 101</td>
<td>English 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dev Com 037</td>
<td>Dev Com 037</td>
<td>Dev Com 023</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(recommended)</td>
<td>(recommended)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Dev Com 023</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(recommended)</td>
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</tbody>
</table>

Table 3: Students Assessed into English 101 or above:

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 OR other general</td>
<td>English 102</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education course</td>
<td>Dev Com 023</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dev Com 023</td>
<td></td>
<td>(recommended)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Recommended)</td>
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</tbody>
</table>

Target Date: Fall 2010

**Recommendation #5:** After reviewing the current mission and purpose statement of the Dev Com department, there is a need to revise the statement to clearly define the sequencing of Dev Com courses. This will help college administration, faculty, staff, and students see the level of students served in each course.

Target Date: Fall 2011

**Recommendation #7:** The Dev Com department understands it is out of compliance regarding its lab courses. In order to eliminate this error, the department will attempt to hire faculty tutors certificated in the field of reading and/or offering reading certificated faculty to fulfill office hours so that students are monitored to the highest capacity. However, due to an insufficient budget, this process may not be
completely fulfilled and will require the commitment from college administration to secure permanent funding.

Target Date: Fall 2016

Related Community Plans

Recommendation #4: The development of a student referral form, fliers in the schedule of classes, and website maintenance will assist in reaching counseling faculty and various student services areas regarding the Dev Com program’s importance and dedication to basic skills education.

Target Date: Fall 2011

Recommendation #4b: The Dev Com department will develop and advertisement describing the Dev Com program to be placed in the schedule of classes. In addition the department will create and maintain a department website and print brochure containing the mission statement, course names and description, Literacy Center services, and suggested courses for varied levels of students.

Target Date: Fall 2010 – Fall 2011

Additional Resources

Recommendation #3: In order to accomplish this recommendation, the Dev Com department will need permanent funding. Such funding can only come from Program 100 or continual basic skills funds. The Literacy Center coordinator is in the process of constructing a formal reading tutor training program. The components of the training program will include an overview of Dev Com courses, reading skills topics, tutoring techniques, Literacy Center instructional program, and learning styles.

Target Date for Funding: Fall 2014

Target Date for Tutor Training Program: Spring 2011

Recommendation #8: The Dev Com department would like to have more input into the final design and configuration of the Literacy Center which will be housed in the new Library and Learning Assistance Center. The goal of the department is to ensure that the Literacy Center will have a closed laboratory space where Dev Com 037 students are guaranteed privacy for diagnostic testing, silent work/study area, and effective one-on-one tutoring opportunities. The department will require assistance from the Dean of Academic Affairs and the Communications Division Chair to initiate such discussion.

Target Date: Spring 2011